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ABSTRACT

The Superintendent of Public Instruction presents this 1970-71 annual report of Johnson-O'Malley (JOM) Indian education in the State of Washington. A historical background is presented which includes a section of the JOM Act; the criteria for receiving JOM grants; the formats of the program application and evaluation data form for the 1970-71 school year; brief summaries of Indian involvement, evaluation data, and curriculum developments; a look back at the 1970-71 year and a look ahead to the 1971-72 school year. A map of JOM schools, the statistical summaries of JOM allocations, enrollment, JOM contracts, JOM program requests, and JOM payment analysis data are shown. Individual project descriptions and special projects such as the Neah Bay reading project, the Pupil Motivation project at Gonzaga University, the Migrant and Indian Center at Toppenish, the parent-child cooperative program at Olympic College in Bremerton, the Wapato summer preschool project, and the Camp Chapparal summer language arts project are described. Also included are summaries of 3 workshops emphasizing parent committees and 1 workshop emphasizing counselor aides. (HBC)

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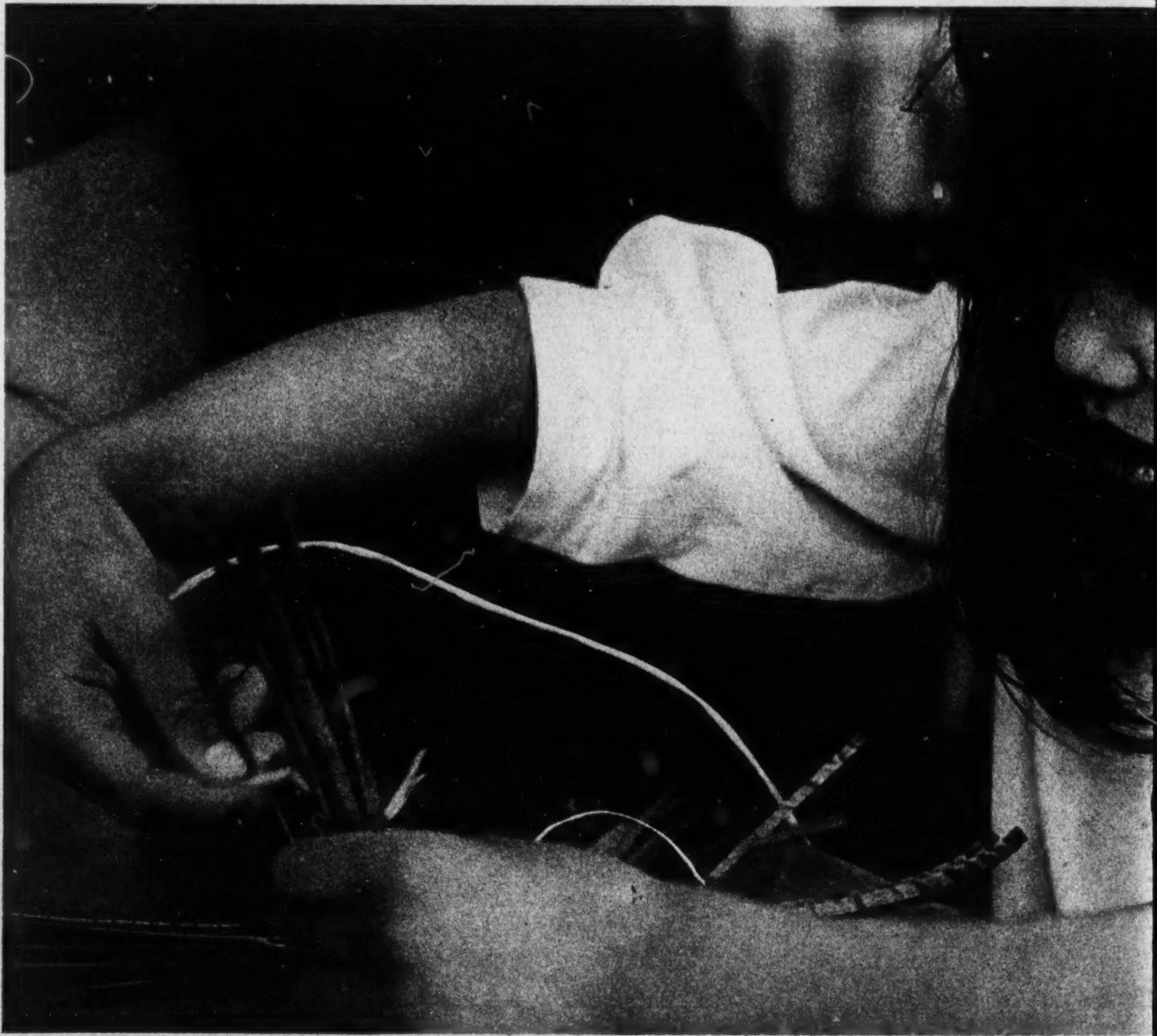
Annual Report

Washington State Johnson-O'Malley Indian E



Louis Bruno, Superintendent of Public I

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State Johnson-O'Malley Indian Education 1970-71

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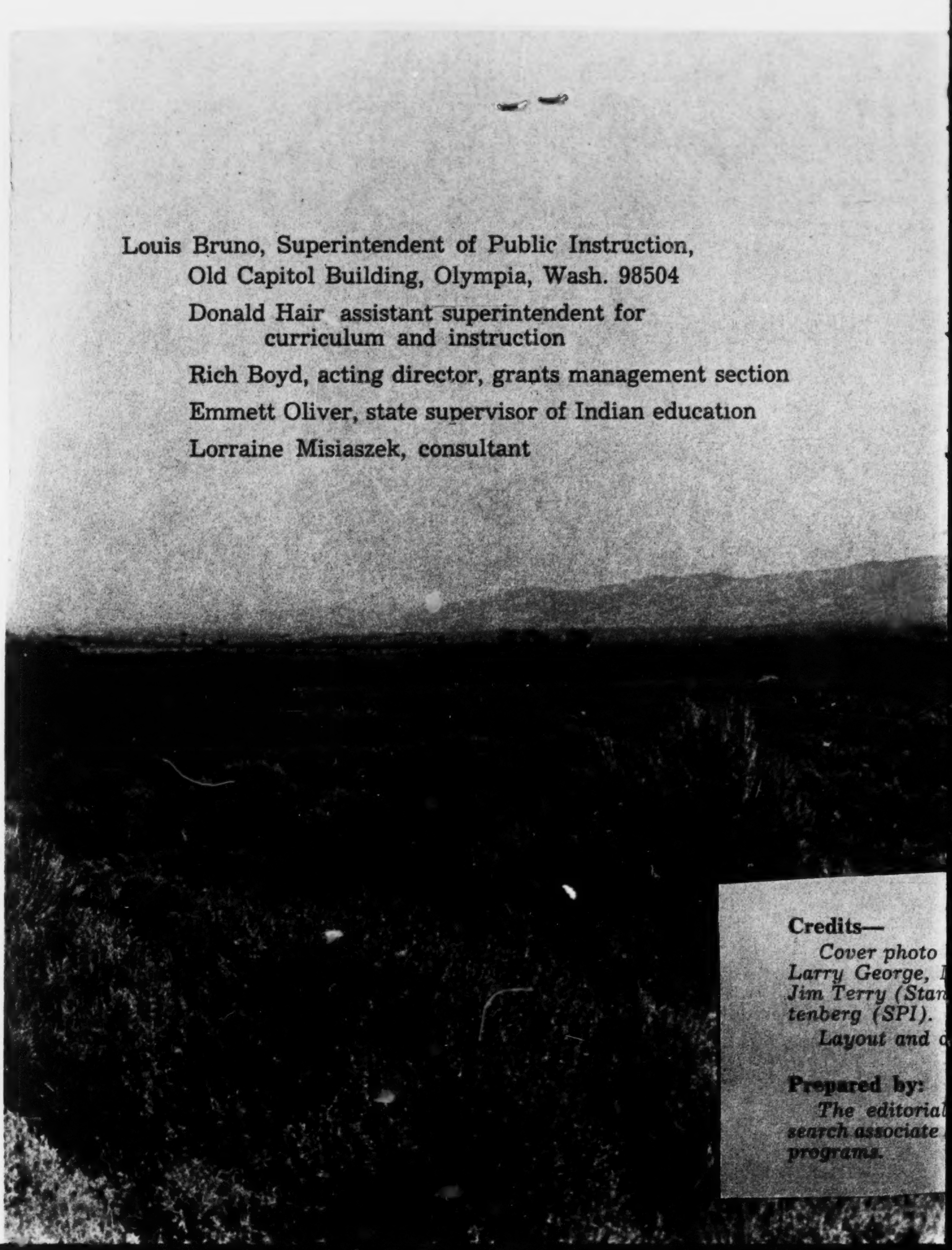
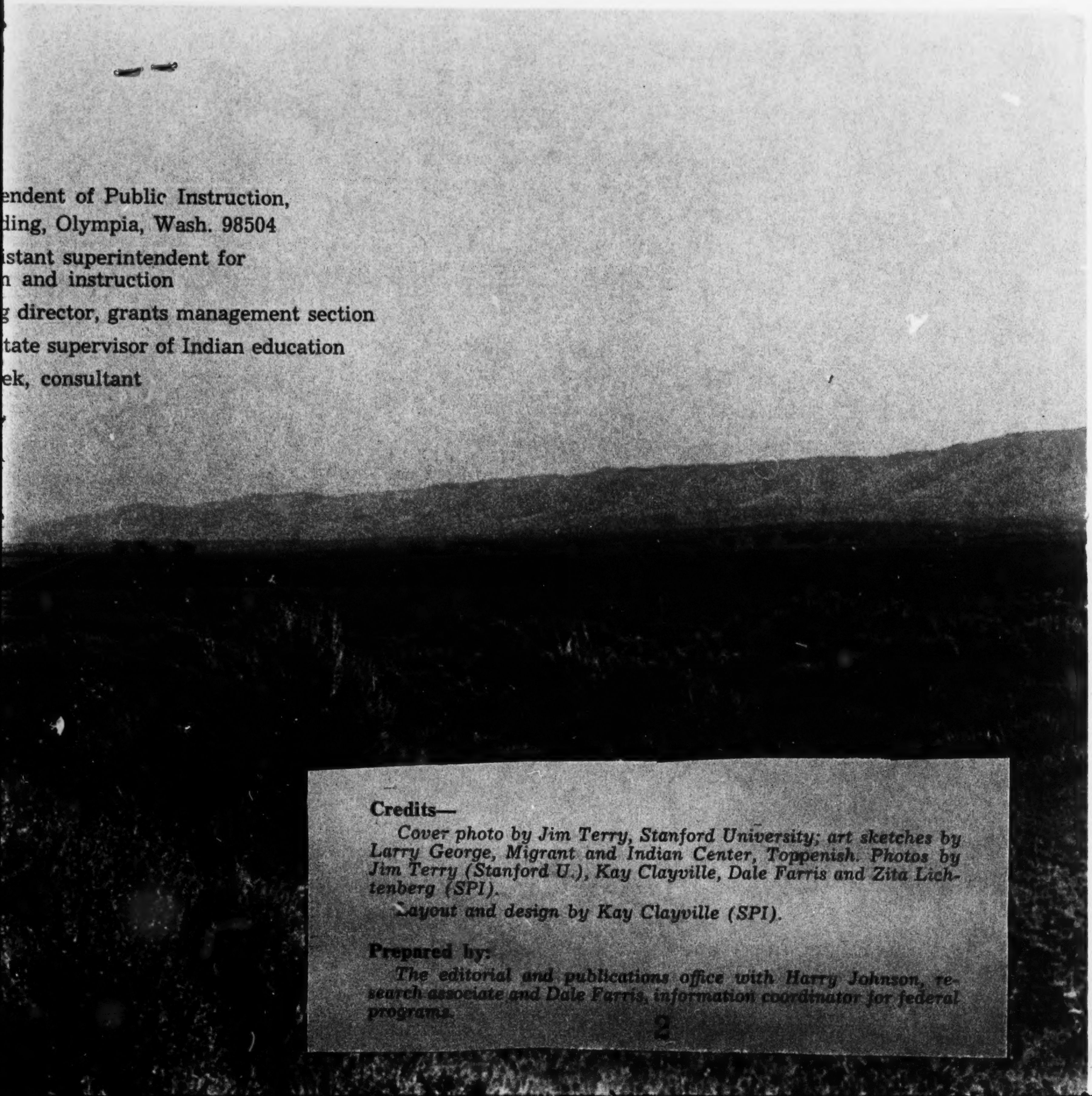


Louis Bruno, Superintendent of Public Instruction,
Old Capitol Building, Olympia, Wash. 98504
Donald Hair assistant superintendent for
curriculum and instruction
Rich Boyd, acting director, grants management section
Emmett Oliver, state supervisor of Indian education
Lorraine Misiaszek, consultant

Credits—
Cover photo
Larry George,
Jim Terry (Sta
tenberg (SPI).
Layout and

Prepared by:
The editoria
search associate
programs.



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ding, Olympia, Wash. 98504

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tate supervisor of Indian education

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Credits—

Cover photo by Jim Terry, Stanford University; art sketches by Larry George, Migrant and Indian Center, Toppenish. Photos by Jim Terry (Stanford U.), Kay Clayville, Dale Farris and Zita Lichtenberg (SPI).

Layout and design by Kay Clayville (SPI).

Prepared by:

The editorial and publications office with Harry Johnson, research associate and Dale Farris, information coordinator for federal programs.

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Annual Report

Washington State
Johnson-O'Malley
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Historical Background

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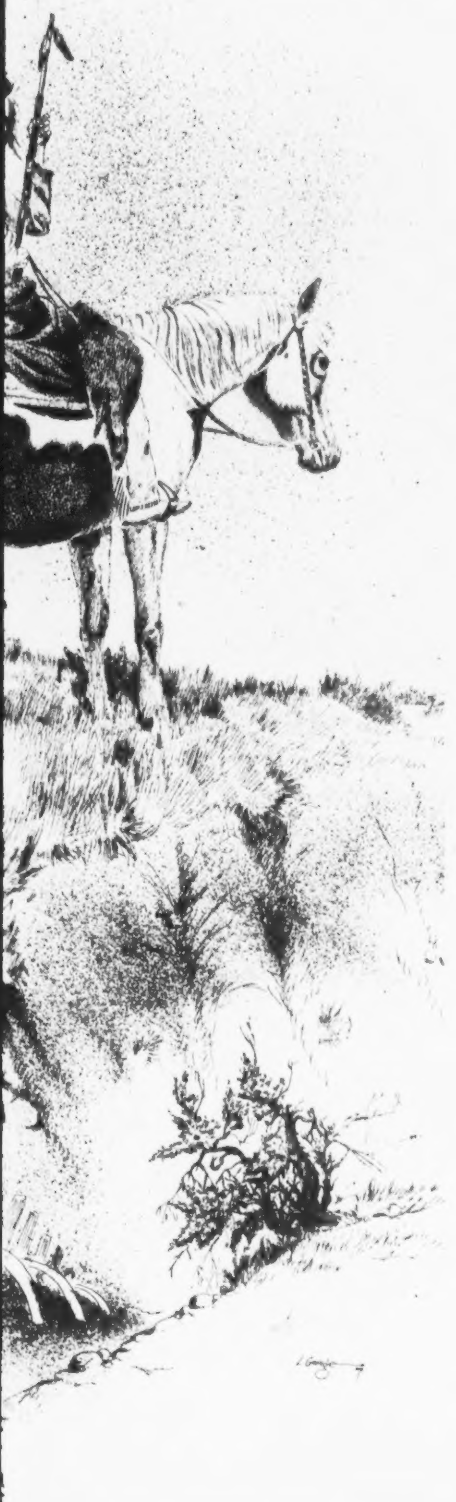

Historical Background

The Johnson-O'Malley Act of 1934, amended in 1936, authorizes the Secretary of the Interior to enter into a contract with any State having legal authority and responsibility for the education of Indian children residing in that State. Specifically, the Act reads in part:

> **"That the Secretary of the Interior be, and hereby is, authorized, in his discretion, to enter into a contract or contracts with any State or Territory, or political subdivision thereof, or with any State University, college, or school, or with any appropriate State or Private Corporation, agency, or institution, for the education, medical attention, agricultural assistance and social welfare, including relief of distress, of Indians in such State or Territory, through the agencies of the State or Territory or of the corporations and organizations hereinbefore named, and to expend under such contract or contracts, moneys appropriated by Congress for the education, medical attention, agricultural assistance and social welfare, including relief of distress, of Indians in such State or Territory."**

The Superintendent of Public Instruction, State of Washington, is the legal entity responsible for all elementary and secondary schools of the State, and therefore, the official contractee for Johnson-O'Malley funds under the Act.

Rules and regulations established by the Secretary of the Interior are made part of the contract requirements. Within this context, guidelines were established to determine eligibility criteria for school districts receiving JOM grants. The following criteria must be met before any school district program is approved and funded:

1) The school must be located on or near Indian trust lands;
2) A significant number of Indian pupils of one-fourth or more Indian blood, enrolled with a Federally recognized tribe, must be enrolled in the school;
3) A Johnson-O'Malley committee of Indian parents must be formed in the district to assist in developing programs for their children;
4) The district must consider all available sources of revenue (local, state, and federal) and show a need for supplemental funds from the Johnson-O'Malley program in order to undertake a special program; and
5) The program request(s) must be submitted on a Johnson-O'Malley form with the signatures of the local school superintendent and the chairman of the JOM Parent Committee.

The school districts in Washington State that are eligible to receive JOM grants are located in rural or semi-rural areas. Several can be categorized as remote and necessary. Their financial base does not usually allow for expenditures in excess of what is needed to carry out a basic educational program. Therefore, if the needs of Indian pupils are to be met adequately, special programs must be undertaken which require supplemental funding from sources outside the local district budget.

Since the Johnson-O'Malley Act authorizes funds to be expended for the express benefit of Indian children, the thrust of the State JOM program has been directed toward meeting the special needs of these children. Program priorities are established at the local school level in a cooperative effort between school officials and Indian parents.

The past two school years has seen some turmoil in those communities experiencing a change brought about by the creation of Indian parent committees that function in decision-making roles, rather than continuing the traditional pattern of non-involvement. Program implementation had been hampered to some degree in the more serious cases. However, satisfactory adjustments are being made in the communities to this new concept as parents demonstrate a high level of skill in carrying out their responsibility to make sound program decisions.

The funds available statewide from the JOM program fall far short of meeting the total educational needs of Indian children. Consequently, an effort was made last year to support special programs by coordinating funds from Titles I, II, III of the Elementary and Secondary Education Act and the Urban, Rural, Racial, Disadvantaged state act.

Beginning with the 1970-71 school year, each district was required to submit a program evaluation report upon completion of its programs. These reports included statistical information and/or a narrative description of how effective the JOM program was in meeting the special needs of the Indian pupils as identified in their original application.

The format of the program application contains the following information:

I. The cover page provides for the grant amount requested, the enrollment data for the past, current, and the next year's Indian pupil and total school enrollment.

II. Proposed use of Johnson-O'Malley funds requested by:
   a) listing the specific educational needs of the eligible Indian children residing in the district in order of priority.
   b) listing the objectives of the program keyed to the needs in subsection (a).
   c) identifying (if packages) or describing methods to be employed. In other
   reached.
   d) indicating reasons
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   f) indicating for each
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es) or describing methods to be employed. In other words, how would each objective be reached.

d) indicating reasons for each method, for believing the method will achieve the objective.
e) describing the evaluation plan, keying the description to the objective in (b).
f) indicating for each method the anticipated budget from JOM and other funds. The total of these JOM sub-budgets appears on the cover page as the amount requested from the State JOM program.

The format for the evaluation data form relates to the program application form. Reports submitted on the JOM project Form D include this information:

I. Test results from any standardized test data on Indian children for the program year being reported on. The average score for each grade level is reported separately. The report lists the names of tests, grade levels, form used, the date of test, and the grade equivalents.
II. The tests to be used during the coming year are reported in this section.
III. Attendance indicators are reported by comparing the past year with the current year being reported. Indicators are the number of Indian pupil dropouts (grades 8-12), average daily attendance, number of re-enrollees, and the number of Indian graduates, and those going on to further education training. The number of counseling sessions with Indian pupils and the number of Indian children involved in various school activities and voluntary special interest activities are reported here.
IV. Johnson-O'Malley program sponsored activities involving parent participation or attendance are listed, and the number of Indian parents participating or attending is reported.
V. Parent community involvement statistics are reported in this section. It is appropriate where home-school liaison Indian people are employed and can obtain such information concerning:
    a) the number of medical check-ups, dental check-ups, and treatments.
    b) the number of conferences with county extension agent dietitians and
    c) the number of Indian parents involved in various community activities listed, such as meetings, etc., outside of school time.
VI. The program budget costs for the school year are submitted in this section showing the name of the program, expendittures, contributory sources of funding the budget (indicating JOM and others) and the number of Indian children served by the program.

VII. The state summary re
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I. Indian Involvement

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4. There are 205 Ind
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Drivers (16); Cor
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(13); Indian Cult

VII. The state summary report form for Indian enrollment is submitted, which reports the number of transfers, dropouts, and the total school enrollment.

In February 1971, each JOM-funded program was visited by a team comprised of tribal council representatives, Bureau of Indian Affairs educational staff, and personnel from the State Office of Public Instruction. The reports from this mid-year visitation were used as the basis for the following progress report on Indian education, presented to the State Board of Education by the state supervisor for JOM programs.

In the State of Washington, thirty-five (35) public schools presently receive Johnson-O'Malley (JOM) funds. The total Indian enrollment in the 35 public schools is 4,515 out of a total student population in these schools of 42,649. Twelve of these school districts support kindergarten programs with JOM funds, enrolling 188 Indian children.

JOM educational activities, in addition to the 35 schools, involve the Migrant and Indian Education Center at Toppenish, Gonzaga University in Spokane, Olympic Community College in Bremerton, and the Sumner High School Program involving Indian children from Wapato, Toppenish, Granger and White Swan. Data from these programs are not included with public school findings, but it is recommended that these programs be considered an integral part of Washington's JOM program.

I. Indian Involvement

1. There are 23 Indian members serving on nine different school boards in the 35 districts. School districts in Inchelium, Wellpinit, and Taholah each have five Indian members on their respective school boards.
2. JOM Parent Committees ranging from three to more than 40 members have been formed and function in 33 of the 35 school districts. An indication of their activity and concern is illustrated by the fact that 186 Indian parents were present at the 35 visitations held, and a total of 284 persons attended the meetings in addition to the members of the visiting team.
3. PTA organizations were reported in 26 districts; Indian parents were reported active in these organizations in 12 of the districts.
4. There are 205 Indians employed in these districts out of a total work force of 3,670. Indians are employed in the following capacities: Administrators (3); Teachers (21); Counselors (14); Aides (97); Clerical (10); Cooks (15); Drivers (16); Community Relations (7); Other (This includes nurses, arts and craft, attendance and playground.) (13); Indian Culture Resource (6).

II. Evaluation Data

Specific data pertaining to Indian school achievement, attendance, dropout and post-high school training records were also varied in Washington. School administrators at Neah Bay, Hood Canal, Kamilche, Port Angeles, Nooksack, Mt. Baker and Marysville could not supply data at this time but indicated that Indian students were "the same as any other student" or that Indian students were "lower" (⅓ to 1 grade behind). Columbia, Cusick, Inchelium, Springdale, Wellpinit, North Beach, Oakville, Ferndale, Yelm and Auburn schools did not have data available at this time.

A. **Average daily attendance** data comparing Indian students with total school attendance records were gathered from 23 schools. Inchelium and Mt. Adams schools did not have data available, and others indicated that separate records were not kept of Indian students.

Indian student attendance varied from 85.0% to 100% (Average 91.6%)

Non-Indian attendance varied from 88.8% to 97% (Average 93.6%)

In three schools, Indian student attendance was better than non-Indian or total school attendance. In only four schools did Indian attendance vary more than 6% from total school attendance.

B. **Dropout rates** that compared Indian students with total school rates were not available in 20 districts. Data secured from the remaining 15 districts can not be considered as absolute: the definition of a "dropout" varies from place to place as well as the manner in which the numbers are accumulated. Fifteen schools report Indian student dropouts from 0% to a high of 10% at Wapato. Non-Indian dropout ratios at the same schools range from 0% to 9.4%. In six of the fifteen reported schools, Indian dropout rates are less than the school average.

Indian student dropout rate, 15 schools	5.5%
Non-Indian student dropout rate, 15 schools	3.5%

C. **Post-high school reports** were available from 14 of the 35 schools visited. School records show that Indian students went on to college, vocational training, employment, military or marriage at a rate greater than non-Indian students in 13 of the 14 schools. An approximate rate of 68% to 70% can be applied to Indian students who moved from high school to post-high school training of some sort. Bureau of Indian Affairs and tribal scholarship aid can be identified as the two most important factors in assisting Indian students.

III. Curriculum Developments

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IV. A Look Back

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students who are currently about 2.2 grade levels behind non-Indian students after the fourth grade on through grade 12 may experience an improvement in their school achievement ratio.

No one will argue that making educational change is a slow process. For example, many of the curriculum development projects are still being developed, tested, revised, tested again and tried within the school program. This process tends to place a limitation upon materials that could be made immediately available to other school districts wishing to utilize them.

Several projects that have been completed have been submitted to the state superintendent's office and are available to school districts. Several projects in language development also are in the process of being planned for classroom use. I do not anticipate the completion of this curriculum for at least another year. In summary, there are several curriculum projects in various stages of development that deal specifically with Indian culture in one form or another, but it will be at least another year before they can be offered for use statewide.

IV. A Look Back

The past year has been an extremely difficult year in many ways, because Indian parents have been introduced to the school's educational system through the process of Indian parent committees and function in a more responsible way than they would simply by being on an advisory committee.

A great deal of turmoil has been created in some local communities following this change from the established pattern of non-involvement. However, the communities now are adjusting to this new concept, and Indian people are in the process of developing skills necessary to cope with their new responsibility in making educational decisions.

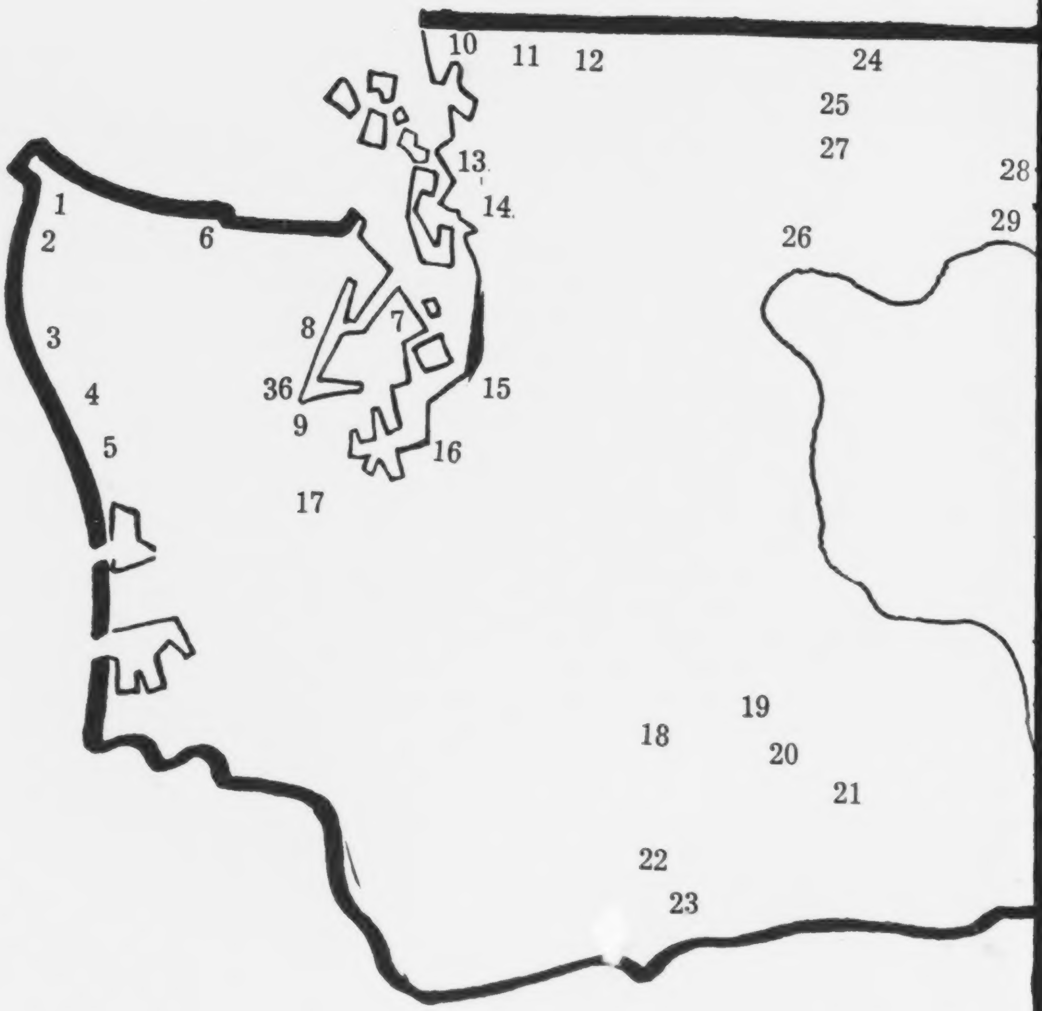
In this past year, we have held a counselor-aide workshop training program in addition to three parent workshops through the state. The purpose of these workshops was to familiarize parents and paraprofessionals with the educational system, including such subjects as basic school finance, special federal educational programs and new ideas in education they might want to use in their particular school districts.

V. A Look Ahead

Although there was significant difference between the program of the 1970-71 school year as compared to the 1969-70 school year, we can expect to see even more change in the coming year. Achievement levels will be raised, dropout ratios will be lower, and average daily attendance should reflect a higher rate.

Locations of JOM Projects

1. Cape Flattery
2. Quillayute Valley
3. Queets-Clearwater
4. Taholah
5. North Beach
6. Port Angeles
7. North Kitsap
8. Hood Canal
9. Kamilche Valley
10. Ferndale
11. Nooksack Valley
12. Mt. Baker
13. LaConner
14. Marysville
15. Auburn
16. Yelm
17. Oakville
18. Mt. Adams
19. Wapato
20. Toppenish
21. Granger
22. Glenwood
23. Klickitat
24. Oroville
25. Omak
26. Brewster
27. Okanogan
28. Nespelem
29. Grand Coulee Dam
30. Keller
31. Inchelium
32. Columbia
33. Wellpinit
34. Mary Walker
35. Cusick
36. Shelton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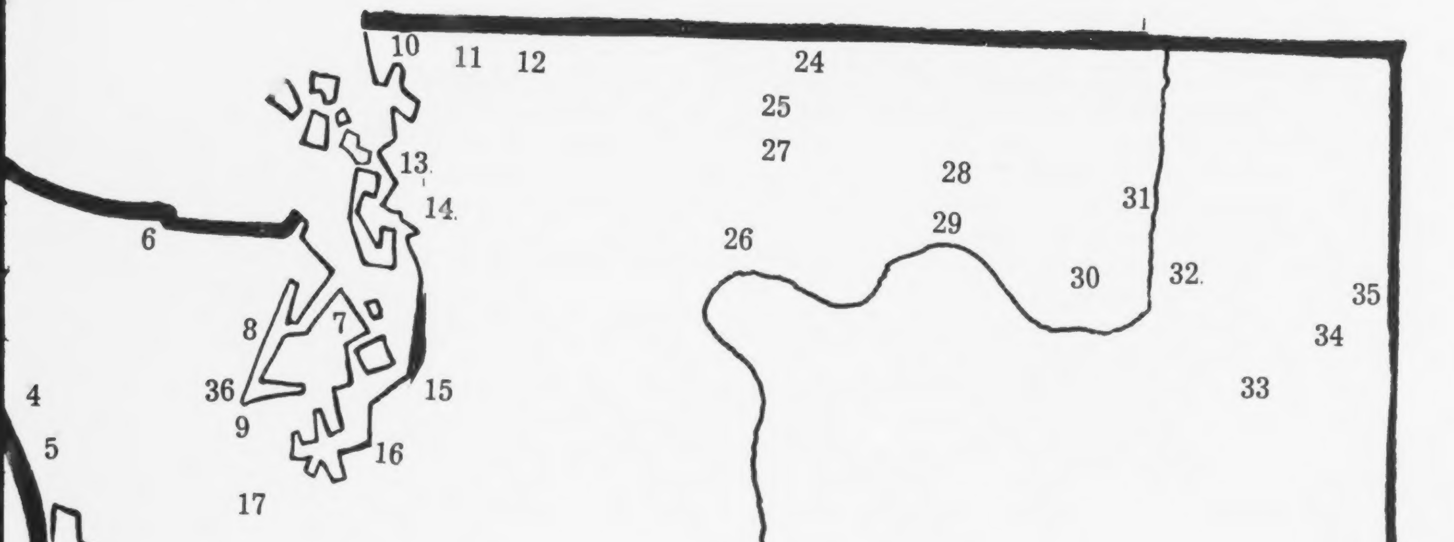
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Statistical Summaries

The following statistical summary covers Johnson-O'Malley projects in:

- Auburn
- Brewster
- Columbia (Stevens)
- Grand Coulee Dam
- Cusick
- Ferndale
- Glenwood
- Granger
- Hood Canal
- Kamilche Valley
- Keller
- Klickitat
- La Conner
- Marysville
- Mary Walker
- Mount Adams
- Mount Baker
- Nooksack Valley
- North Beach
- North Kitsap
- Oakville
- Okanogan
- Omak

Since not all of the districts completed all of the reports, the totals presented represent incomplete data in some cases.

Each district project had from one to five sub-programs. Sixteen of the sub-programs centered around a home visitor or counselor; twelve centered around the teacher-aide or tutor; eight dealt with Indian culture; in five of the programs, money was supplied for materials, fees, etc.; there were four sub-programs in reading, four in pre-school education, and three in music; three provided lunch or breakfast, and two paid for a coordinator. There was one each supporting: summer school, middle school, a media coordinator, an inservice program, a recreation program, a physical fitness program, an "educational exposure" program, medical and dental expenses, athletic uniforms, individualized social studies, a multi-level class, an Indian teacher, and travel.

The total number of children served in the programs ranged from 10 to 604 per district. Costs ranged from $3,104.39 to $64,074.02. The proportion of the program supported by Johnson - O'Malley funds ranged from 43 per cent to 100 per cent.

The number of standardized test results reported ranged from none, in 12 cases, to 26 in one case. The proportion of those results which showed Indian children at or above the norm for their age or grade ranged from zero per cent to 100 per cent. This proportion clearly tended to drop off with each higher grade level. The number of different standardized tests planned for t
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Seven districts repor
increase in the propor
seniors graduating; sev
ported a decrease.

Granger
Hood Canal
Kamilche Valley
Keller
Klickitat
La Conner
Marysville
Mary Walker
Mount Adams
Mount Baker
Nooksack Valley
North Beach
North Kitsap
Oakville
Okanogan
Omak
Oroville
Port Angeles
Queets-Clearwater
Quillayute Valley
Taholah
Toppenish
Wapato
Wellpinit
Yelm

penses, athletic uniforms, individualized social studies, a multi-level class, an Indian teacher, and travel.

The total number of children served in the programs ranged from 10 to 604 per district. Costs ranged from $3,104.39 to $64,074.02. The proportion of the program supported by Johnson - O'Malley funds ranged from 43 per cent to 100 per cent.

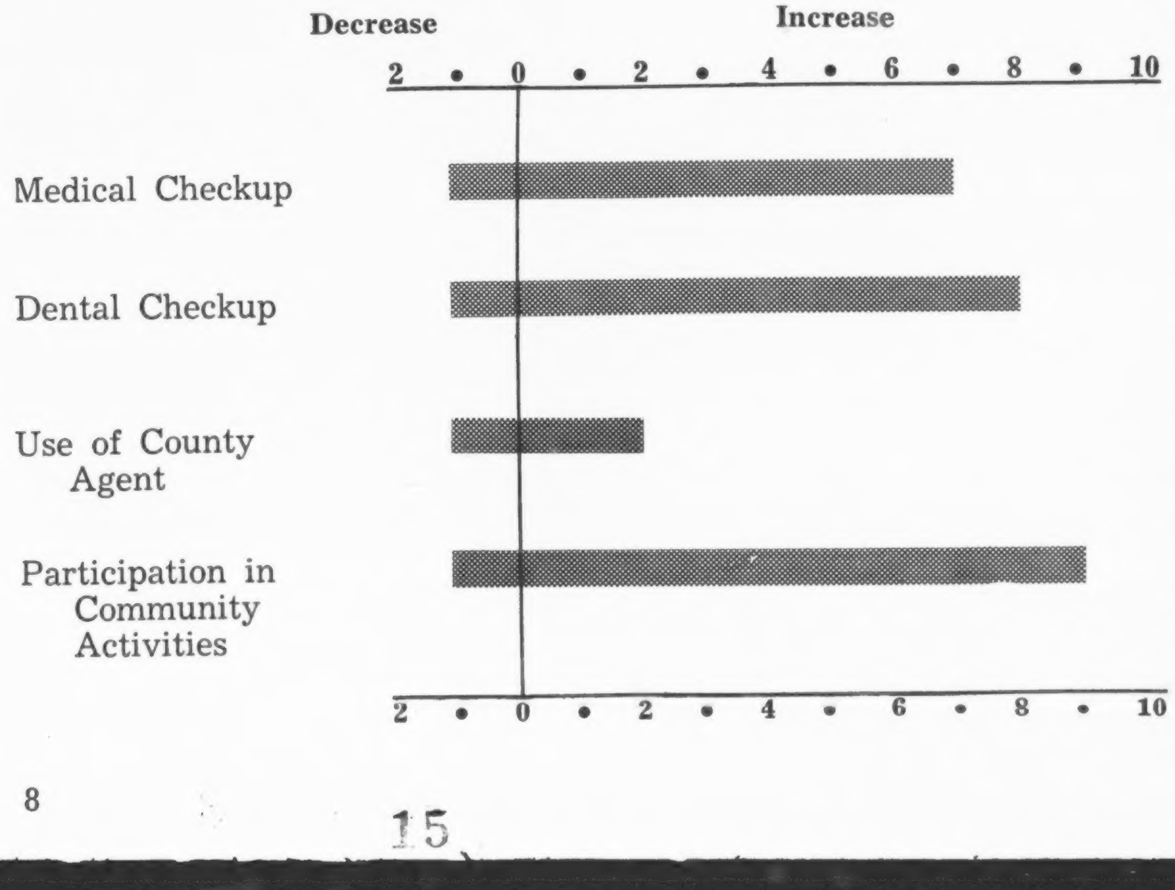
The number of standardized test results reported ranged from none, in 12 cases, to 26 in one case. The proportion of those results which showed Indian children at or above the norm for their age or grade ranged from zero per cent to 100 per cent. This proportion clearly tended to drop off with each higher grade level. The number of different standardized tests planned for the coming year ranged from zero to nine.

All of the indicators of Indian student involvement in school activities tended to suggest an improvement in 1970-71 over 1969-70. The strongest indicators were participation in athletics and average daily attendance, each reported as having increased in 14 districts. The next strongest indicators were increases in re-enrollment in school and incidence of graduates going on to further education. Thirteen districts reported these factors on the increase. Twelve reported increased involvement in student government.

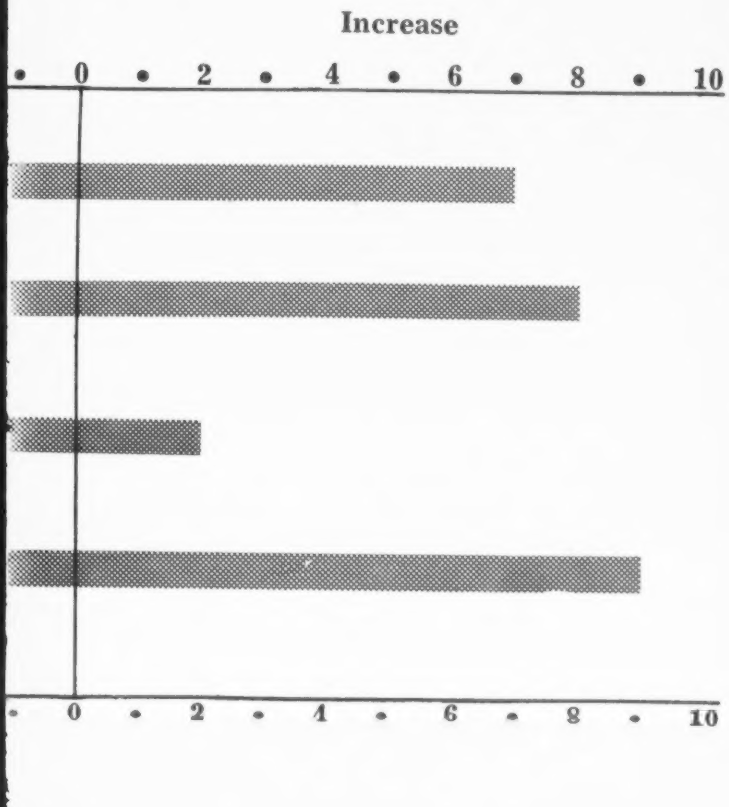
Seven districts reported an increase in the proportion of seniors graduating; seven reported a decrease.

The number of programs provided by Johnson-O'Malley for parents ranged from zero to six per district. The number of parents involved in such programs during the year ranged from .06 per Indian student to 9.19 per Indian student. Use of community agencies by Indian parents was reported as follows: sixteen districts reported medical checkups, seven an increase over the previous year. Sixteen districts reported dental checkups, eight an increase over the previous year. Nine districts reported use of the county agent, two increase over the previous year. The number of community activities entered by Indian parents ranged from four to 21, with contacts reported ranging from .23 per student to 4.74 per student.

Numbers of districts reporting changes from 1969-70 to 1970-71 regarding various indicators of involvement in community affairs and use of community resources among Indian parents.



rting changes from 1969-70 to
indicators of involvement
use of community
arents.



Numbers of dist
1970-71 in regar
in school among

Decre
(los

10

Dropout Rate

Average Daily Attendance

Re-enrollments

Graduates (per senior)

To Advanced Training
(per graduate)

Seeking Counseling

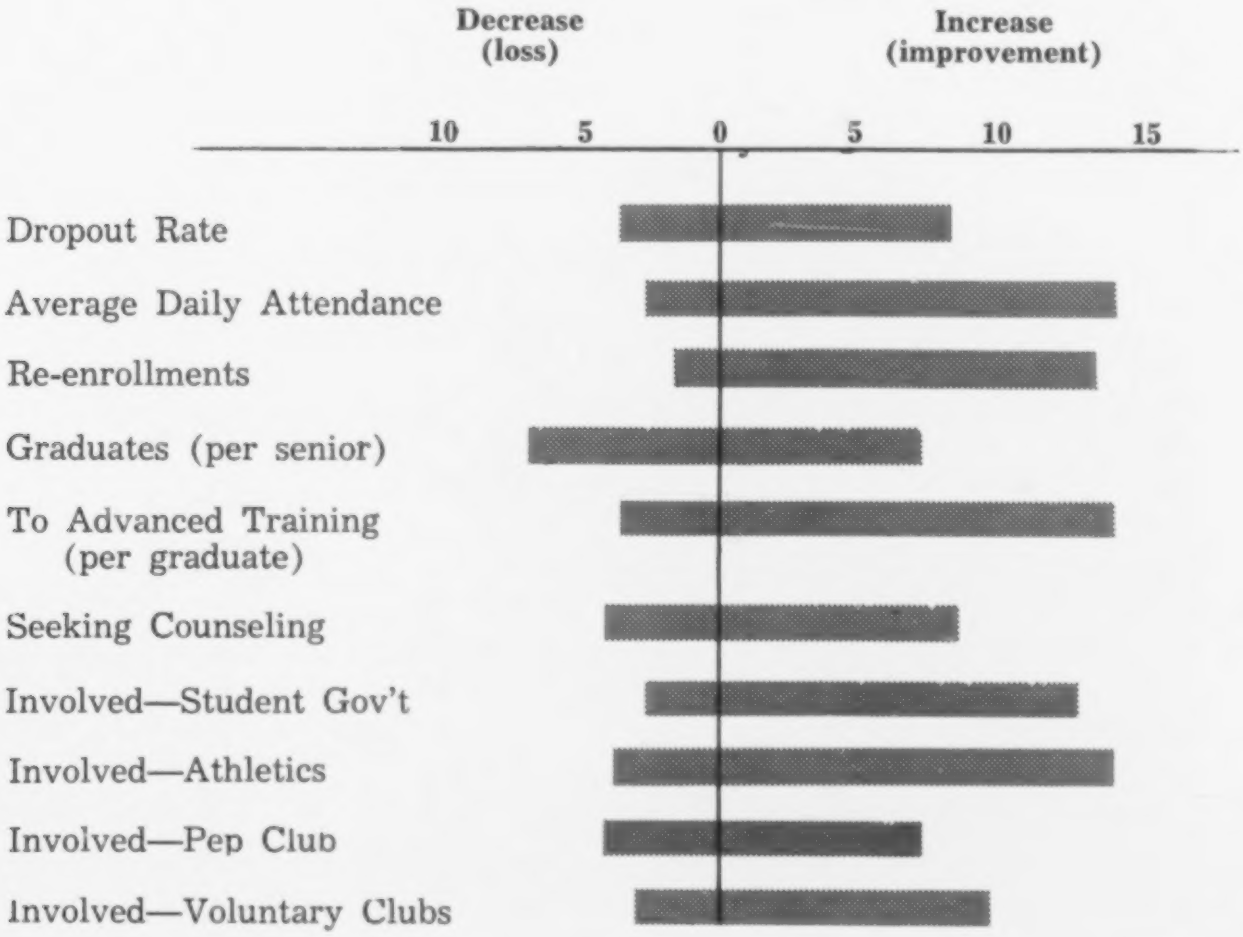
Involved—Student Gov't

Involved—Athletics

Involved—Pep Club

Involved—Voluntary Clubs

Numbers of districts reporting changes from 1969-70 to 1970-71 in regard to various indicators of involvement in school among Indian young people in Washington.

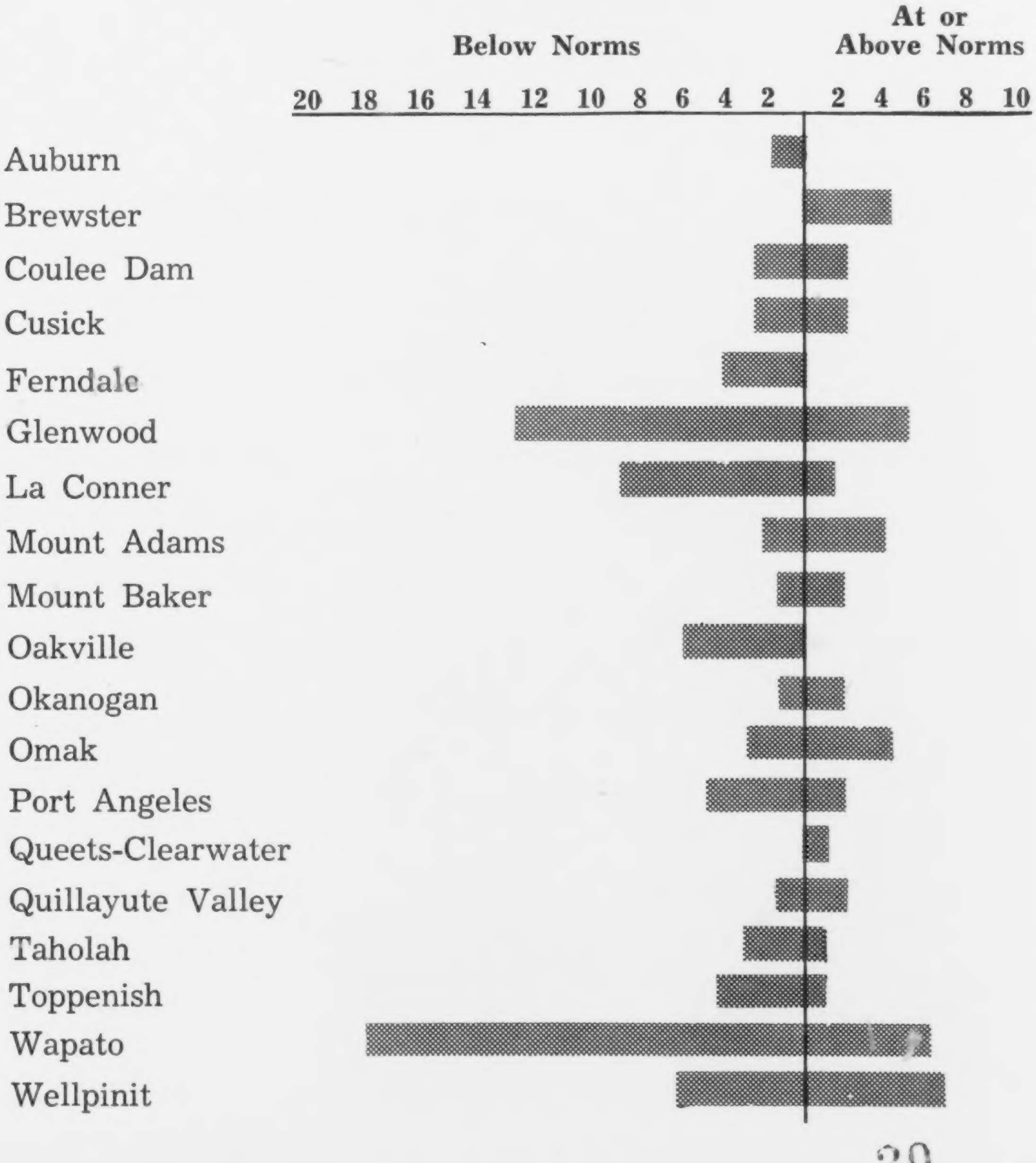


Numbers o
above and i

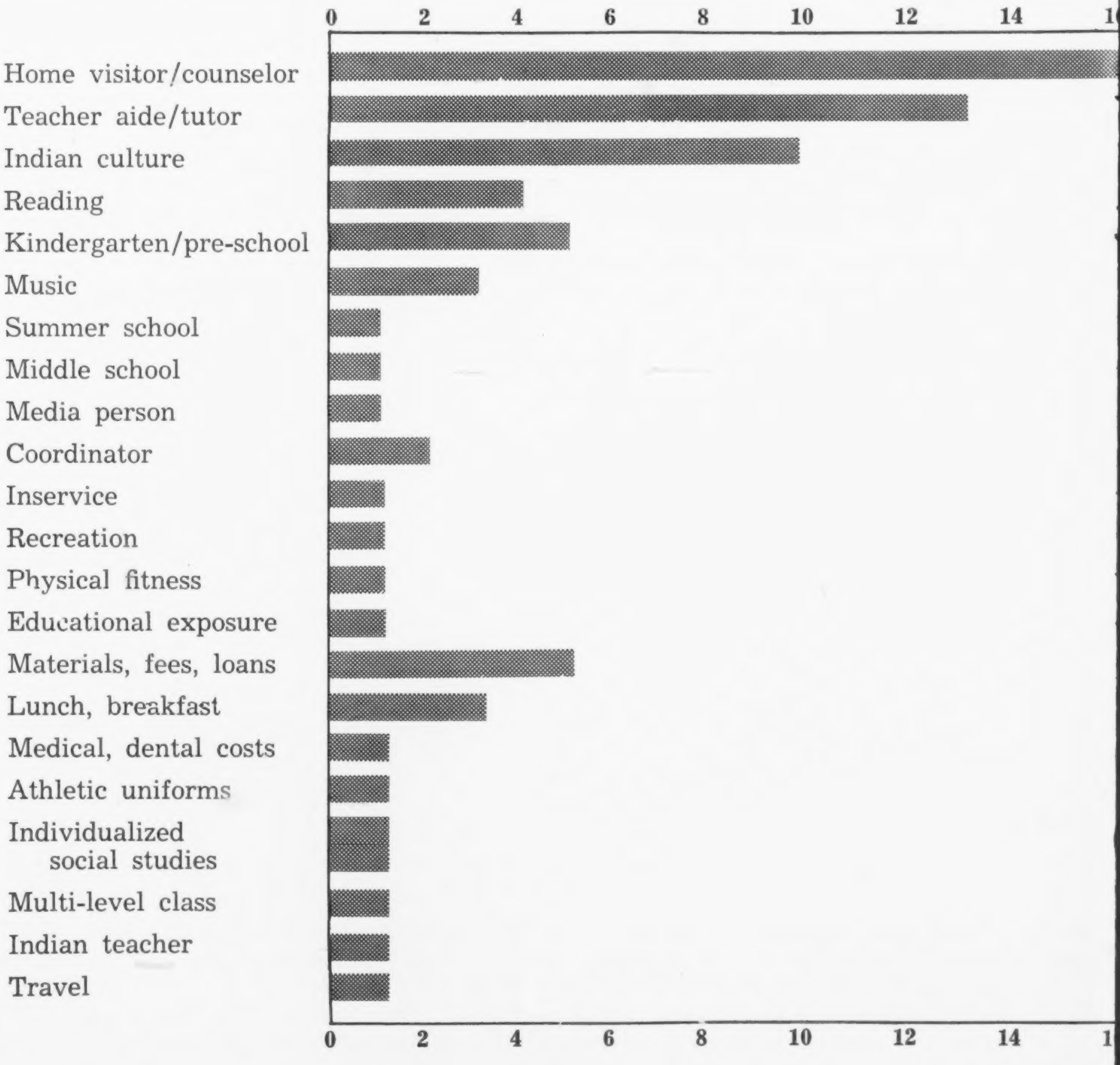
20

Auburn
Brewster
Coulee Dam
Cusick
Ferndale
Glenwood
La Conner
Mount Adams
Mount Baker
Oakville
Okanogan
Omak
Port Angeles
Queets-Clearwater
Quillayute Valley
Taholah
Toppenish
Wapato
Wellpinit

Numbers of test score averages showing Indian children above and below norms for age or grade.



Numbers of districts with each of several kinds of programs.



f several kinds of programs.

Superintendent of Public Instru

1970

State Summary Report

Indian enrollment (JOM participan

AGE—	4	5	6	7	8	9	10	11	12	1
GRADE										
Kg.	30	314	39							
1		1	358	94	8					
2			5	345	84	14				
3				3	311	101	20	1		
4					2	289	147	21	2	
5						2	301	133	17	1
6							3	270	113	17
7								2	251	11
8									11	25
Fl. Ug.										
Total Elem.	30	315	402	442	405	406	471	427	394	39
9										1
10										
11										
12										
Sec. Ug.										
Total Sec.										1
Total El. & Sec.	30	315	402	442	405	406	471	427	394	41

COMMENTS: This form is designed for use by individual schools, and for district o
first column, elementary ungraded students (El. Ug.) may include pr
gory. Secondary ungraded (Sec. Ug.) includes all special students o

Note that each column except at the extreme right is for Johnson-O'M
column is total enrollment of all students, regardless of ethnic group,

Superintendent of Public Instruction
1970
State Summary Report
Indian enrollment (JOM participants only)

6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Indian Enroll.
9														383
8	94	8												461
5	345	84	14											448
	3	311	101	20	1									436
		2	289	147	21	2								461
			2	301	133	17	1							454
				3	270	113	17	2						405
					2	251	116	8	1					378
						11	256	116	15	3				410
2	442	405	406	471	427	394	399	126	16	3				3,836
							11	226	119	19	1	1		377
								17	194	97	23	1		332
									3	164	49	10		226
										3	136	40	15	194
							11	243	316	283	209	52	15	1,129
2	442	405	406	471	427	394	410	369	332	286	209	52	15	4,965

ed for use by individual schools, and for district or county as well as State consolidated report. In the
ntary ungraded students (El. Ug.) may include pre-kindergarten as well as special students in any cate-
ngraded (Sec. Ug.) includes all special students of high school age.

mn except at the extreme right is for Johnson-O'Malley-assisted Indian students only. The extreme right
ollment of all students, regardless of ethnic group, enrolled in Johnson-O'Malley participating schools.

JOM Allocations—Fiscal Year 1971

School District	S.D. Enrollment	In Enr
*Cape Flattery	650	
Port Angeles	5,009	
Quillayute Valley	1,230	
Inchelium	189	
Keller	40	
North Beach	724	
Oakville	392	
Taholah	140	
Queets-Clearwater	70	
Auburn	8,700	
North Kitsap	3,416	
Glenwood	187	
Klickitat	320	
Hood Canal	414	
Kamilche	63	
Brewster	505	
Coulee Dam	739	
Nespelem	186	
Okanogan	968	
Omak	1,626	
Oroville	1,132	
Cusick	324	
La Conner	458	
Marysville	5,281	
Columbia (Hunter)	200	
Mary Walker	275	
Wellpinit	145	
Yelm	1,394	
Ferndale	2,610	
Mount Baker	1,224	
Nooksack	1,118	
Granger	1,155	
*Mount Adams	1,090	
Toppenish	2,763	
Wapato	2,996	
Total	49,389	5,

*Model Program	$140,000.
Regular LEA's	432,303.
	$572,303.

**Includes summer program in the amount of $5,073.00

cal Year 1971

	S.D. Enrollment	Indian Enrollment	Regular Contract	Kindergarten Contract
	650	220	$ 50,000.	....
	5,009	192	16,951.	....
	1,230	113	14,940.	....
	189	94	30,000.	$ 9,409.
	40	15	4,650.	....
	724	147	21,298.	....
	392	75	8,400.	9,500.
	140	139	11,000.	5,800.
	70	44	5,009.	....
	8,700	170	15,500.	....
	3,416	139	9,000.	....
	187	27	11,140.	....
	320	27	2,900.	....
	414	74	6,000.	....
	63	21	7,000.	9,395.
	505	52	4,290.	....
	739	191	15,300.	....
	186	160	13,535.	13,640.
	968	51	4,047.	....
	1,626	291	15,293.	9,211.
	1,132	89	5,000.	....
	324	59	10,516.	4,688.
	468	104	36,360.	3,716.
	5,281	254	21,818.	7,773.**
	200	62	10,424.	6,858.
	275	45	13,000.	29,000.
	145	124	5,932.	9,886.
	1,394	84	10,000.	....
	2,610	330	15,000.	....
	1,224	54	7,000.	....
	1,118	44	7,000.	....
	1,155	152	20,000.	....
	1,090	490	90,000.	....
	2,763	427	24,000.	....
	2,996	575	30,000.	....
	49,389	5,236	$572,303.	$118,876.

$140,000.
432,303.

$572,303.

am in the amount of $5,073.00

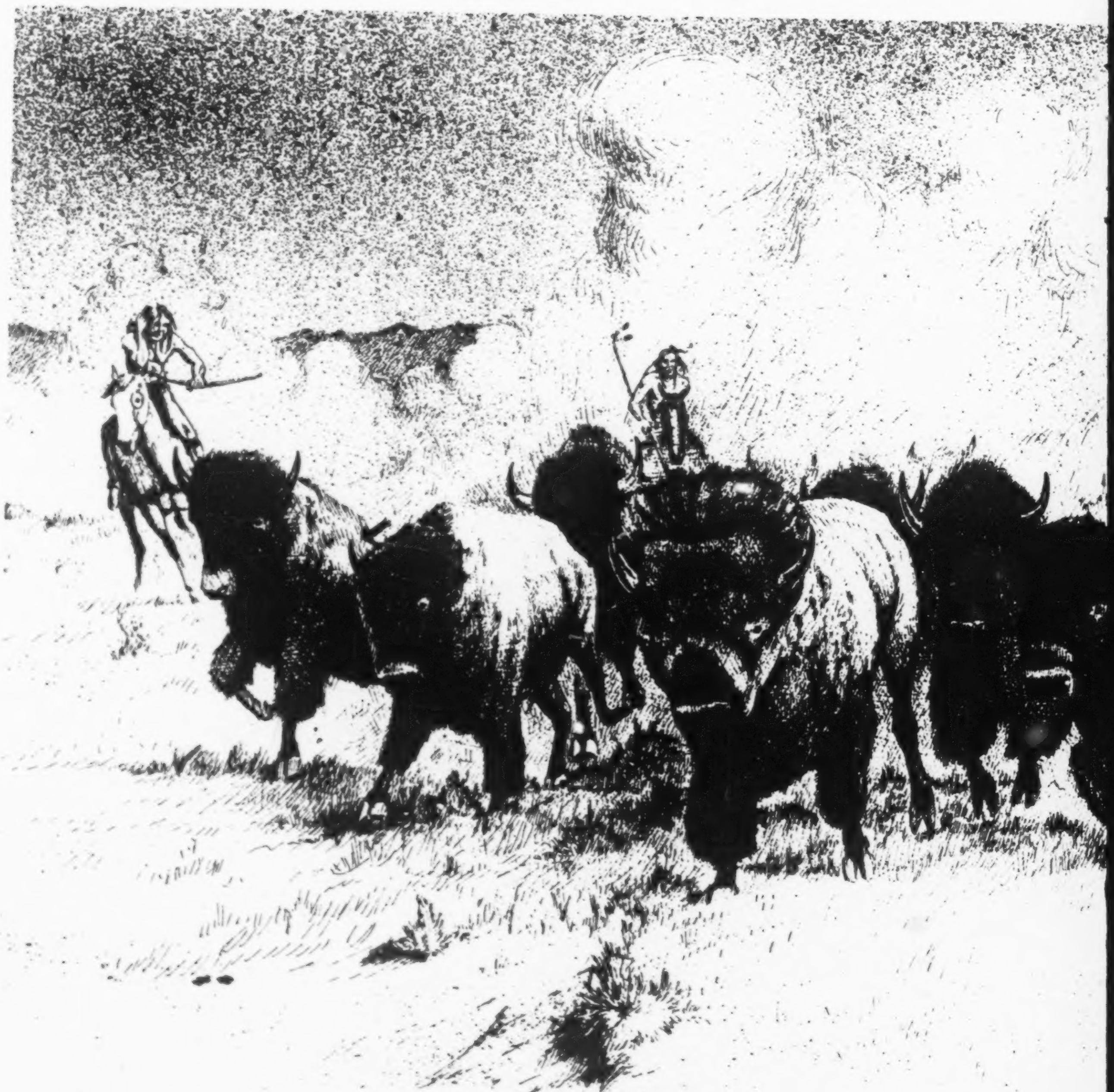
26

Analysis of JOM Contracts

		Regular Contract	Kindergarten Contract
Balances 1 July 70		$ 74,219.07	$ 27,881.00
JOM Contracts for FY 1971		$687,000.00	$103,000.00
		$761,219.07	$130,881.00
SEA Administrative Costs		$ 36,906.38	$.........
		$724,312.69	$130,881.00
Statewide Planning and Developmental Costs and Advisory Groups		$ 13,682.72	$.........
		$710,629.97	$130,881.00
JOM Contract for Partial Support of the Migrant and Indian Center, Toppenish, Washington		$ 65,400.00	$.........
		$645,229.97	$130,881.00
Special College Contracts for Development of Methodology Model			
Gonzaga	$ 55,123.00		
Olympic CC	707.00	$ 55,830.00	$.........
		$589,399.97	$130,881.00
Obligated Funds to LEAs:			
Basic and Summer Grants	$438,303.00		
Model Program Development	140,000.00	$578,303.00	$124,971.00
Balances 30 June 71		$ 11,096.97	$ 5,910.00

acts

		Regular Contract	Kindergarten Contract	Total Contracts
		$ 74,219.07	$ 27,881.00	$102,100.07
		$687,000.00	$103,000.00	$790,000.00
		$761,219.07	$130,881.00	$892,100.07
		$ 36,906.38	$.........	$ 36,906.38
		$724,312.69	$130,881.00	$855,193.69
velopmental		$ 13,682.72	$.........	$ 13,682.72
		$710,629.97	$130,881.00	$841,510.97
Support Center,		$ 65,400.00	$.........	$ 65,400.00
		$645,229.97	$130,881.00	$776,110.97
for gy Model 3.00 7.00		$ 55,830.00	$.........	$ 55,830.00
		$589,399.97	$130,881.00	$720,280.97
ts ment	$438,303.00 140,000.00	$578,303.00	$124,971.00	$703,274.00
		$ 11,096.97	$ 5,910.00	$ 17,006.97



JOM Program Requests

Parental Costs

School District	County	School Lunches	Activities and Related Fees	Sup a Ot
Cape Flattery	Clallam			
Port Angeles				
Quillayute Valley		4,000	990	
Hazelmere	Ferry			
Inchelium				
Keller				
North Beach	Grays Harbor			
Oakville				
Quinault		(No program request)		
Taholah				
Queets-Clearwater	Jefferson	1,224		
Auburn	King			
North Kitsap	Kitsap			
Glenwood	Klickitat			
Goldendale		(No program request)		
Klickitat				
Lyle				
Hood Canal	Mason			
Kamilche Valley		5,000		
Brewster	Okanogan			
Coulee Dam				
Nespelem		Breakfast		
Okanogan				
Omak		500	250	
Oroville				

	Parental Costs			Special Service Programs		
County	School Lunches	Activities and Related Fees	Supplies and Others	Guidance and Counseling Aides	Attendance and Home Visitor	Remedial and Special Education (Teacher)
lallam						30,000
				9,904		
	4,000	990			13,000	8,000
erry						
				7,000		15,000
rays Harbor				22,448		
				7,550		4,650
	(No program request)					
efferson	1.224					
ing				6,000		
itsap				9,000		
lickitat						8,800
	(No program request)					
						6,000
ason						6,000
	5.000					
kanogan					1,425	
						9,000
	Breakfast					10,625
					2,448	
	500	250		6,800	3,930	
					3,345	

Special Service Programs

Teacher Aides	Summer Programs for Students	Expansion of Curricular Offerings and Activities	Special Tutoring
		5,000	
8,005			
755			3,195
		3,000	
		12,000	2,700
6,000			
30,273		4,600	
		4,200	
2,675		1,110	
7,500			
3,240		1,100	
7,500			
5,550			
2,865			
3,250		3,000	
2,410		3,150	
1,599			
		3,937	
			1,655

ner ns for nts	Expansion of Curricular Offerings and Activities	Special Tutoring	Other	Kindergarten	Inservice	Total Approvals
	5,000		15,000			50,000
						16,909
		3,195				14,940
	3,000					3,000
	12,000	2,700				30,000
						4,650
	4,600					21,298
	4,200		1,900	9,500		17,900
			10,000	5,000		11,000
	1,110					5,009
			2,000			15,500
						9,000
	1,100			3,200		11,140
						2,900
						7,500
						6,000
				4,500		7,000
						4,290
	3,000					15,300
	3,150		3,430	9,500		27,400
						4,047
	3,937			5,707		21,100
		1,655				5,000

Parental Costs

School District	County	School Lunches	Activities and Related Fees	Sup a Ot
Cusick	Pend Oreille			
La Conner	Skagit			
Marysville	Snohomish			
Columbia	Stevens	1,000		
Mary Walker				
Wellpinit				
Yelm	Thurston	3,200	1,500	
Ferndale	Whatcom	6,000	1,000	
Mount Baker			3,603	
Nooksack Valley		1,627	1,300	
Granger	Yakima			
Mount Adams				
Toppenish				1
Wapato		3,233		
	TOTALS	$ 25,784	$ 8,643	$ 1

		Parental Costs			Special Service Programs	
County	School Lunches	Activities and Related Fees	Supplies and Others	Guidance and Counseling Aides	Attendance and Home Visitor	Remedial and Special Education (Teacher)
end Oreille				10,600		
kagit					1,915	10,381
nohomish				11,570		
tevens	1,000					
					4,000	
hurston	3,200	1,500			2,800	1,120
hatcom	6,000	1,000		6,000		
		3,603			3,962	
	1,627	1,300		4,172		
akima						13,200
				12,000	8,000	10,000
			1,500		3,845	6,272
	3,233			12,498		4,000
TALS	$ 25,784	$ 8,643	$ 1,500	$125,542	$ 48,670	$143,048

Special Service Programs

Teacher Aides	Summer Programs for Students	Expansion of Curricular Offerings and Activities	Special Tutoring	Other	Kindergar
4,516					4,68
				150	3,64
9,032		5,295		2,107	
4,562		3,350			
		2,000			9,88
		1,300	1,120	500	
		2,500			
		16,850		3,300	
20,000		25,000			
20,260			16,719		
28,252	1,800	8,000		1,800	
$168,244	$ 1,800	$105,392	$ 25,389	$ 40,187	$ 55,6

sion of cular gs and vities	Special Tutoring	Other	Kindergarten	Inservice	Total Approvals
			4,688		15,204
		150	3,640	30,500	40,000
95		2,107			21,818
50					8,924
					13,000
00			9,886		15,818
00	1,120	500			10,000
00				1,500	15,000
					7,000
					7,000
50		3,300			20,000
00				25,000	90,000
	16,719				24,000
00		1,800			30,000
92	$ 25,389	$ 40,187	$ 55,621	$ 57,000	$628,647

JOM Payment Analysis

COUNTY School District	School Food Services	Activities Supplies and Related Fees	Elementary Counseling	Secondary Guidance Counseling	Attendance and Home Visitor	Reme Spec Educa
CLALLAM	$	$	$	$	$	$
Cape Flattery						
Port Angeles			4,682	4,682		
Quillayute Valley	3,150	790	3,500	3.500		
FERRY						
Inchelium		7,500				12,
Keller						1,
GRAYS HARBOR						
North Beach			4,900	4,900	4,980	
Oakville		850	5,663	1,887		
Taholah						
JEFFERSON						
Queets-Clearwater	1,224	1,110				
KING						
Auburn	2,100	2,550	5,450	5,000		
KITSAP						
North Kitsap			5,667	2,833		
KLICKITAT						
Glenwood		1,100				3,
Klickitat						
MASON						
Hood Canal						
Kamilche Valley	750					
OKANOGAN						
Brewster	500				925	
Coulee Dam		5,000			3,000	
Nespelem	2,500					
Okanogan		500	1,700	1,847		
Omak	500	250	3,000	3,076	1,965	
Oroville					1,800	
PEND OREILLE						
Cusick			1,200	700		
SKAGIT						
La Conner					1,915	
SNOHOMISH						
Marysville	1,307	5,800	2,586	1,293	9,032	

Activities upplies and elated Fees	Elementary Counseling	Secondary Guidance Counseling	Attendance and Home Visitor	Remedial Special Education	Teacher Aides	Curricular Expansion Activities
$	$	$	$	$	$	$
	4,682	4,682				
790	3,500	3.500			4.000	
7,500				12,250	6,000	4,250
				1,700	900	2,050
	4,900	4,900	4,980			
850	5,663	1,887				
1,110					2,675	
2,550	5,450	5,000				
	5,667	2,833				
1,100				3,200	3,240	100
						2,900
					4,710	790
			925			
5,000			3,000		2,300	5,000
					2,410	
500	1,700	1,847				
250	3,000	3,076	1,965		1,965	
			1.800			
	1,200	700			8,300	316
			1,915		1,665	23,914
5,800	2,586	1,293	9,032			

Special Tutoring	Inservice Training	Summer Programs	Kindergarten Programs	Model Program Development	Travel Rental of Facilities
$	$	$	$	$ 50,000.00	$
7,047		4,000			540
			9,409.00		
5,018	1,500				
			9,500.00		
			9,468.00		11,000
	400				
					500
3,500					
6,000					
			9,395.00		
2,865					
5,865	1,800		13,640.00		
3,937			9,211.00		600
		3,200			
			4,688.00		
8,736			3,716.00		150
	1,500	2,000	7,773.00		300

ummer rograms	Kindergarten Programs	Model Program Development	Travel Rental of Facilities	Special Program Materials	Health Support Services	TOTALS
	$	$ 50,000.00	$	$	$	$ 50,000.00
00			540			20,951.00
						14,940.00
	9,409.00					39,409.00
						4,650.00
						21,298.00
	9,500.00					17,900.00
	9,468.00		11,000			20,468.00
						5,009.00
						15,500.00
			500			9,000.00
						11,140.00
						2,900.00
						6,000.00
	9,395.00				750	16,395.00
						4,290.00
						15,300.00
	13,640.00			960		27,175.00
						4,047.00
	9,211.00		600			21,504.00
0						5,000.00
	4,688.00					15,204.00
	3,716.00		150			40,076.00
0	7,773.00		300			31,591.00

42

COUNTY School District	School Food Services	Activities Supplies and Related Fees	Elementary Counseling	Secondary Guidance Counseling	Attendance and Home Visitor
STEVENS	$	$	$	$	$
Columbia					3.512
Mary Walker	2.875	4.389			1,680
Wellpinit		2.532			3.000
THURSTON					
Yelm	1.660	1.800			2.500
WHATCOM					
Ferndale	4,000	1,000			6.000
Mount Baker		3,038			3,737
Nooksack Valley	1,528	1.300			4.172
YAKIMA					
Granger	250	6,350			1,975
Mount Adams					
Toppenish					3,695
Wapato		2.407	6.897	5.600	
LEA TOTALS	$22,344	$48,266	$45,245	$35.318	$53,888

Activities Supplies and Related Fees	Elementary Counseling	Secondary Guidance Counseling	Attendance and Home Visitor	Remedial Special Education	Teacher Aides	Curricular Expansion Activities
$	$	$	$ 3,512	$	$ 3,012	$ 2,400
4.389			1,680		3,356	
2.532			3.000			
1.800			2.500		1.300	1.120
1,000			6.000			
3,038			3,737			
1.300			4.172			
6,350			1,975		5,925	5,500
			3,695		12,383	
2.407	6.897	5.600			11,871	2,000
$48,266	$45,245	$35.318	$53,888	$17,150	$76,012	$50,340

Special Tutoring	Inservice Training	Summer Programs	Kindergarten Programs	Model Program Development	Travel Rental o Facilitie
$	$	$	$ 6,858.00	$	$ 1,50
			29,000.00		70
			9,886.00		40
1,120					50
	1,500				2,50
					22
				90,000.00	
					15
			2,427.00		1,22
$ 44,088	$ 6,700	$ 9,200	$124,971.00	$140,000.00	$ 20,29

Summer Programs	Kindergarten Programs	Model Program Development	Travel Rental of Facilities	Special Program Materials	Health Support Services	TOTALS
	$	$	$	$	$	$
	6,858.00		1,500			17,282.00
	29,000.00		700			42,000.00
	9,886.00		400			15,818.00
			500			10,000.00
			2,500			15,000.00
			225			7,000.00
						7,000.00
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Project Descriptions

Auburn

The objectives of the Auburn School District JOM program for the 1970-71 school year were these:

1) To acquaint teachers of Muckleshoot Indian children of all grade levels with the similarities and differences of Indian and non-Indian children in culture, customs, and expectations;

2) To make counseling and guidance services at all grade levels by a person acceptable to them available to Indian children;

3) To provide summer school to improve reading, arithmetic and language skills; to improve understanding of Indian heritage, history, culture, arts and crafts; to involve Indian parents in the planning and implementation of an educational program; to provide for balanced nutrition and to provide directed recreation;

4) To make available all the services and materials ordinarily purchased by the students, regardless of individual ability to pay;

5) To establish organized recreation activities and programs during out-of-school hours; and,

6) To make available adequate lunches to Indian children whose family incomes made it impossible to meet these costs.

Evaluation data from the Auburn program reflects that the average daily attendance of Indian students has improved, as have the number of Indian enrollees and the number of Indian graduates. The number of Indian dropouts indicated for grades eight through twelve were three during the 1970-71 school year, and the number of school graduates going on to further training and education were two out of three. Number of counseling sessions with Indian children totaled 250 during the last year, and there were indicators that the number of Indian children involved in school activities, such as student government, athletics, or pep club, increased slightly from the year before. Special interest clubs and activities showed a higher involvement of Indian students, and parents participated with greater frequency in activities such as PTA and dinners involving school staff.

The Indian enrollment of the Auburn School District was reported to be 158, with $15,500 granted for the program from JOM funds.

Brewster

JOM activities in Brewster School District consisted of tutorial assistance, home visitations and support of a school attendance person. Cultural instruction was given in grades three, four and five, and to teachers to improve teacher understanding.

The evaluation of the district showed an improvement in Indian dropouts from two the prior year to one last year. Average daily attendance improved, and the number of Indian graduates increased from five to seven. Counseling sessions with Indian students increased from the prior year, and there was positive improvement in the number of Indian children who were involved in student government, school athletics and the pep club. Other involvement in voluntary special interest activities showed an improvement, also. The report indicated that parents were involved to a high degree in JOM committee work, and parents also attended the JOM County Workshop that was sponsored during the last school year.

The Brewster School District had an enrollment of Indian students of 49 out of a total of 554 during the 1970-71 school year. The amount granted JOM funds was $4,290.

Columbia

The Columbia School District Johnson-O'Malley program was established to meet the needs of Indian students identified as health and nourishment, including a breakfast program; development of adequate reading skills; individualized teaching and extra help with the basic skills; motivation to attend school regularly; development of students' desire to learn; provision of cultural enrichment and Indian art, crafts, and history activities; stimulation of home environment to support and encourage the child as a learner; and involvement of Indian parents with the school, the teacher and the child.

The district acquired a teacher aide and additional reading and study materials to develop a more consistent reading program and to promote more adequate development of basic reading skills. Also provided was a music program which involved all Indian students in choral singing, band and music appreciation. Plans called for development of mu
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The evaluation report indicates that there was one Indian dropout last year in the secondary grades. Average daily attendance was 68; the number of Indian graduates was one, and this one graduate was going on to further education and training. There were 39 counseling sessions with Indian children. The number of Indian children involved in student government was 10 and nearly 100 per cent of the Indian enrollment was involved in the school athletic program. Twenty-one participated in the bank program. Nine Indian students were involved in the pep club, and one of the four cheerleaders was an Indian girl. There were eight involved in the teacher aide program. First, second and third graders in rhythm band had 100 per cent participation.

The medical records showed that the home counselor took the children home if they became ill at school and if there were glasses that were prescribed for Indian students. The number of dental checkups and treatments numbered 71.

Indian parents involved in various community activities ranged from one, who was on the tribal council of the Spokane tribe, to 20 involved with the PTA and a tribal smorgasboard activity. Five participated in the local fair and ten participated in youth center activities. All parents worked on the school carnival, and there was 100 per cent participation of Indian parents with the little league (which was directed by an Indian parent). The home counselor-visitor made 238 home visits and met at school with all of the Indian children at various times, as did the Johnson-O'Malley teacher aide. The home visitor-counselor made several long distance trips to meet needs of students. For example, she took one student to Spokane several times for dental work and to Nespelem on a weekly basis for over two months. She also took a student to the Shriner's Hospital for medical treatment.

Indian students in the Columbia school last year numbered 74 out of the total school enrollment of 222. Johnson-O'Malley grant to the school district was $17,282, of which kindergarten costs were $6,858.

Cusick

The Consolidated Schools carried out a JOM program that emphasized, primarily, a certificated counselor who was an Indian person employed jointly by the school district and JOM funds. Teacher aides also were utilized, and a kindergarten program was established. During the last school year 67 Indian students, representing just under 20 per cent of the total student enrollment in the Cusick school, received JOM program benefits. The kindergarten had 10 Indian students enrolled out of the 29 students. The adult aides who were employed in the elementary school worked with the youngsters who needed special or extra help. In some cases, this help was given directly by the aide, and in other cases the aide made it possible for the teacher to give such help.

Both the teachers and the administrators of the school district are convinced that the adult aides provided very valuable help, and anticipate that if an aide were available for every elementary classroom the students having learning difficulties would gain. For the first time last year, there was a certificated Indian person employed, who provided additional counseling to the Indian students, and served as a liaison between the Indian parents and the school. Although a small part of his salary was paid through JOM funds, more than 50 per cent of his time was devoted to the Indian students. Because of this special liaison help and counseling, the attendance of Indian students increased to 87.8 per cent whereas in the year before it was 86.3 per cent. Two Indian students graduated last year from high school, whereas only one had graduated during each of the previous two years. The superintendent emphasized that many factors have gone into the gradual improvement identified in Cusick Schools, and school administrators and teachers "are very sure the JOM help has made significant contribution." A certificated counselor on a half-day basis concentrated on the problems of disadvantaged students.

Utilizing Title I and JOM funds, the district plans to hire an Indian aide who will make home contact with Indian families, working under the direction of the certificated counselor. The amount of funds granted this last year to the
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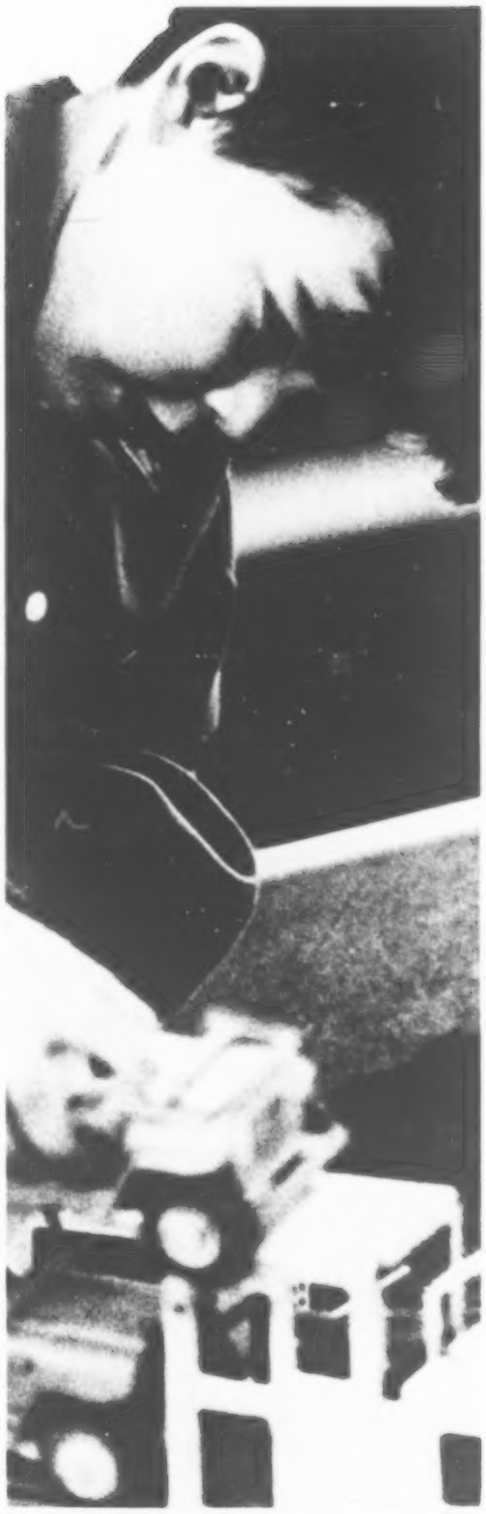
Cusick School District from the JOM program, was a total of $15,204, of which $4,688 provided a kindergarten program.

Ferndale

The Ferndale School District JOM program listed as specific program priorities the need to provide an adequate balanced lunch for those who needed it; to develop a special Indian program, including materials and supplies; to hire a home school counselor full time; to provide transportation for special activities; to offer a teacher aide training program, and to implement a reservation workshop for district teachers. Students who had financial difficulty were provided financial help and guidance by the home school counselor. A special bus run was established to take youngsters to their homes after activities were completed at the school. Transportation also was provided for technical school participation and special teaching programs provided at the Western Washington State College. Cultural field trips were provided for Indian pupils.

The evaluation of this pro-



gram indicates, however, that there was no significant impact on the dropout ratio or the average daily attendance of the Indian pupils over the preceding year. Eight students transferred away from the school district, and 12 were listed as dropouts during the last school year. No information was provided in the evaluation report that indicated the number of contacts actually made between the parents and the school, either through the home counselor or other sources.

The results of the Comprehensive Test of Basic Skills given in grades five through eight indicate that students fell behind their grade level from six months to two years. Ferndale has had a JOM program in effect for several years, and observers indicate that the program needs to be strengthened, particularly in the area of home-school relationships a in the student achievement l els.

The JOM grant for Fernda with an Indian enrollment 359, was $15,000.

Glenwood

The JOM program in t Glenwood School District f the 1970-71 school year co sisted of a remedial readi specialist and an Indian teach aide who was employed work at the elementary lev Other activities programm during the year related to co munication and travel for I dian culture.

Test scores from the evalu tion report of the program i dicated that Glenwood Indi students performed at a lev equal to all other students un grade six, but from grade s through grade ten they fell b hind the level of non-Indi children in performance. Th number of Indian students e rolled in the school district w 15 out of a total enrollment 150.

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The JOM grant for Ferndale, with an Indian enrollment of 359, was $15,000.

Glenwood

The JOM program in the Glenwood School District for the 1970-71 school year consisted of a remedial reading specialist and an Indian teacher aide who was employed to work at the elementary level. Other activities programmed during the year related to communication and travel for Indian culture.

Test scores from the evaluation report of the program indicated that Glenwood Indian students performed at a level equal to all other students until grade six, but from grade six through grade ten they fell behind the level of non-Indian children in performance. The number of Indian students enrolled in the school district was 15 out of a total enrollment of 150.

The amount granted the district from the JOM program to implement the special reading program and teacher aide amounted to $11,140 during the 1970-71 school year. There was a small enrollment of Indian students in the school district, but JOM funds were granted because of the concern of the Indian parents, and their expressed need for special funding to implement programs that would assist their children.

Granger

The Johnson-O'Malley program in the Granger School District centered around a home visitor, two teacher aides and the development of Indian legend and curriculum material by Indian artist Larry George.

The Granger program evaluation indicated that students appeared to talk more openly when with the aides, despite additional inservice training needed by the aides and the teachers for more total effectiveness. The most successful part of the program was considered to be the use of the Indian artist in developing curriculum materials. The materials were developed by the artist and were produced at the

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Migrant & Indian Center at Toppenish for use in other school districts.

During the school year the fifth grade students made a trip to Olympia in which they delivered Indian legend curriculum materials to the State Office before proceeding to a grade school in Vancouver, Washington, where they presented a program on Indian culture. They spent the rest of that day involved in the activities of the school. An exchange trip is being planned by the Vancouver students to Granger this coming year.

Nine Indian students started their senior year and eight graduated. Of the eight graduating seniors, four planned to continue their education.

The Stanford Achievement Test was given to grade six Indian children and the achievement level in the areas of reading, math, science, social science and spelling increased from a 5.1 in math to a 6.6 in spelling. This contrasts with the previous year which this same group tested out in this test to 5.0 in math and 5.3 in spelling.

The Indian enrollment in the Granger School District was 119 out of a total school population of 1,128. The amount of Johnson-O'Malley funds granted the district in the 1970-71 school year was $20,000.

Hood Canal

The amount of $6,000 was granted to the Hood Canal District to serve 74 Indian students. The program resulted from consultation of all faculty members in the district with the JOM parent committee. Priority number one was that of a teacher's aide for kindergarten. This aide also served as an attendance person by keeping daily attendance and notifying the main office each morning of those Indian students who were absent; the superintendent made home-calls in unusual cases. Cost of this program was $1,708.00.

Priority number two was of remedial and basic skills improvement. Beginning the second semester the district employed three certified, remedial teachers, one for the primary school, one for the intermediate, and, finally, a junior high teacher for Indian students who needed special help. Eac of the three teachers was con tracted for $1,100.00, one-hal day, and had an individua room assigned in which t work. Each worked closel with teachers and the progran was highly successful. Plan for next year include one hal day teacher to continue thi work.

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Inchelium

The basic Johnson-O'Mall Program in Inchelium for t year 1970-71, as conceived the Parents' Committee, co sisted of four phases: 1) I dividualization of instructi (especially in reading); A counselor-aide-home liais program (to be conducted

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Priority number two was of remedial and basic skills improvement. Beginning the second semester the district employed three certified, remedial teachers, one for the primary school, one for the intermediate, and, finally, a junior high teacher for Indian students who needed special help. Each of the three teachers was contracted for $1,100.00, one-half day, and had an individual room assigned in which to work. Each worked closely with teachers and the program was highly successful. Plans for next year include one half-day teacher to continue this work.

A college graduate Skokomish Indian was employed part time to help organize a Hood Canal School District JOM parent committee and also a Shelton School District JOM parent committee. He was used as a home-school liaison person and as a guidance-counselor. The JOM parent committee and the school committee decided that the guidance program would be top priority for the school year 1971-72.

Inchelium

The basic Johnson-O'Malley Program in Inchelium for the year 1970-71, as conceived by the Parents' Committee, consisted of four phases: 1) Individualization of instruction (especially in reading); 2) A counselor-aide-home liaison program (to be conducted by half-time person); 3) An Indian culture program (to be conducted by a half-time person); and 4) A physical education program (especially for the girls and the elementary children).

In spite of the fact that the individualization of instruction program encountered many difficulties, it seems to have been rather successful. The main problem was staffing the program. The basic concept for the program was built around the work of an outstanding teacher whom some of the committee members had observed in Colorado. The teacher expressed an interest in coming to Inchelium to implement the program there. However, before it was possible to make a job offer to her, she accepted another position. Another person was found, then, on very short notice, but she left before the end of the year. A third person then had to be found, and she completed the year.

In spite of all this, parents and board members, at the end of the year reported: "We feel this program has helped so many different children in our school to bring their achievements up to their individual level and the child has benefitted so much with remedial reading."

The counselor-aide-liaison program phase was expanded to include assistance with the installation of a kindergarten program. Despite some staffing problems here, too, the program has been considered successful and has raised high hopes for the coming year. This year the counselor aide was responsible for getting the kindergarten program started. The evaluation report indicated positive community approval of the kindergarten program, and of the aide's performance of her duties. The aide went to the Indian homes and talked to parents to explain the school program and to assist students. She also served as liaison during the "Ear Clinic Program" that visited Inchelium in July. In her visits to the homes the aide discovered why one child was not attending school. She identified a hearing deficiency and contacted the Spokane Clinic for remedial care.

Plans have been made for a workshop to give students an insight into the life outside of their community and what is expected of them if and when they go to college. Activities are intended to improve communications between Indian parents and the school staff and administration in order to help keep the child in school.

The Indian culture program provides an opportunity for each child to learn his Indian heritage by learning to speak his own language, dance the traditional war dance, do bead and leather work. Plans include teaching rifle and archery skills as part of the heritage classes. Where game is abundant and hunting is possible all year, there is an opportunity for the child to learn how to use a rifle safely.

After analyzing the Inchelium physical education program, and finding that it did not meet the needs of district youth, Dr. Whitehill, a nationally known physical education specialist at Cheney, worked closely with staff during an inservice workshop to modify the existing program. The program was considered necessary in order to keep students in good physical condition and to teach them to eat properly.

As a component of this program, Dr. Whitehill produced

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a colored movie describing the Inchelium Physical Education Program to be used to show the community an overview of their program and to serve as a model for other communities.

As already suggested, besides the money for the basic Johnson-O'Malley Program, other JOM money was spent in the district during the year. In the first place, a kindergarten program was instituted in order to help children to more fully realize their potentials during their school careers. This has been very well received by the parents of young children, both Indian and non-Indian.

The JOM kindergarten program was implemented in January of 1971 after thorough ground work was laid by a committee of the JOM committee which visited Deer Park, Springdale, and other existing kindergarten programs to get

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The JOM kindergarten program was implemented in January of 1971 after thorough ground work was laid by a committee of the JOM committee which visited Deer Park, Springdale, and other existing kindergarten programs to get ideas, suggestions, and possible modifications to fit Inchelium needs. Upon the committee's recommendation, it was determined that the best site would be on the school premises, near custodial, lighting, restroom, insurance, transportation, and heating services. The present site was redecorated, floors covered, drapes installed, adequate furniture and supplies and equipment purchased, and a certificated teacher employed. Fourteen pupils attended.

In addition, Johnson-O'Malley money was used to bring into the community highly trained people from Gonzaga University, the Northwest Regional Educational Laboratory, Eastern Washington State College, the office of the Superintendent of Public Instruction, the Spokane School District, and other agencies, in order to assist the district and the community with the development of educational goals and plans, the installation of the individualization of instruction program, the improvement of communication, and to give the teachers an insight into new teaching and problem solving methods.

The JOM committee evolved during the school year from a small group to a large, active committee, especially after having participated in three special JOM workshops; one was held in Okanogan, another at Coulee Dam sponsored by HEW and one held at Nespelem given by the HEW committee from the Tribal Council.

Future emphasis will be placed upon having aides to assist teachers in helping handicapped and/or remedial students with their individual problems. A need exists for a liaison person to go into the Indian homes and contact parents, and a need exists for technical and/or trade curriculum, a learning enhancement center — properly equipped — and more books or equipment for the remedial reading program.

Kamilche Valley

Special JOM program activities in the Kamilche Valley School District (which is an elementary school, grades 1 through 6) were primarily the employment of teacher aides on the elementary level, and the establishment of a kindergarten program in this district.

The teacher aide program was designated to improve study skills, to develop better reading skills, and to increase student understanding of basic mathematics methods and applications. The teacher aides made it possible for teachers to devote the time necessary for offering individualized instruction. The program was built upon the experience of the last half of the previous school year, and preliminary results were considered to be encouraging. The attitude of the children "changed from passive acceptance to eager participation." Attendance also improved. Evaluation test data from the SRA Achievement Series Test, the Modern Math Understanding Test and the Short Test of Educational Ability indicates that participating children performed at a level equal to or better than the norm. This is compared to children (not assisted by aides) who show a tendency to lag behind in performance and achievement from grades five and six. In addition, these children show a higher achievement level at their grade level than other students at the same grade levels in JOM schools throughout the state.

A kindergarten was established in the district, with eleven children enrolled.

The total number of Indian students enrolled in Kamilche Valley School District last year was 28. The amount of JOM money granted the School District was $16,395, of which $9,395 went toward implementing the kindergarten, and the balance went to support special JOM teacher aides, and their supplies and materials.

La Conner

The JOM special program under way in La Conner emphasized developing student communication skills. In order to accomplish this, a communication skills laboratory was made available through the program grant. Individual instruction was the method used to present the EDL Communications Lab program in the very early elementary grades. Class loads were reduced so that the student could receive more individualized attention. The Communications Lab technique also was utilized on the reservation in the Indian community during the summe months.

During the school year there was a home visitor and teacher aide who worked with the Indian community and the school to improve attendance of Indian students. A kindergarten program was also funded through JOM for the La Conner School District. The District employed a member o the tribe in the liaison role, certificated teacher, and a person who was in charge of developing and implementing the JOM program.

Tests given last year to establish baseline data included the National Education Development Test, the Iowa Test o Basic Skills, and the Lorch-Thorndyke Intelligence Test both verbal and non-verbal Test results indicate that the students performed on slightly higher level than Indian students are performing throughout the state, particularly on the Iowa Test of Basic Skills. However, students are still performing as much as two grade equivalents below their grade level. There were four dropouts.

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There were 105 Indian students of a total district enrollment of 492. The amount of funds granted this special project was $40,076.

Marysville

The Marysville School District program has grown from experience gained over a number of years. During the 1970-71 school year, activities centered around an attendance and guidance officer, a home call aide program primarily at the Tulalip Elementary School, a breakfast aide program, cultural and enrichment activities and a teacher-parent orientation workshop that was planned and conducted with the help of the Tulalip Tribe.

Video tapes that were developed in the cultural enrichment program were submitted to the State to be made available to other school districts who are interested in learning about or utilizing materials developed around the Tulalip Indian history and culture. In addition to this special program activity, the Marysville School District conducted a kindergarten program as well as summer activities for Indian students on the Tulalip Reservation.

The evaluation report reveals insufficient data as a result of testing cutbacks because of a special levy failure and subsequent elimination of all standardized testing. Other evaluation information showed that the number of Indian dropouts had been reduced to two last year. The average daily attendance of Indian students is on par with non-Indians, and the number of Indian enrollees has improved. A significant increase in student activity involvement was noted. Voluntary special interest clubs also reflect increased student participation, particularly the Medical Science Club, the Indian Club, and the Exchange Student Program.

Parent involvement and participation showed a definite improvement over previous years. Because of the Indian people employed in the school district, the teacher-parent conference time reflected 100 per cent success. Evaluation also shows that there has been an increase in the number of medical and dental check-ups per year, and that the number of conferences with the county extension agency dietitian rose to 100 last year. The largest category of parent involvement was attendance at school district advisory board meetings. Of a total 5,281 student enrollment, 228 were Indians. The
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Mary Walker

The Mary Walker School District conducted its special JOM program last year to meet needs identified as academic, social, and cultural and nutritional, and in the general area of early childhood education. In order to improve the academic level of Indian students, they utilized two teacher aides and an Indian home visitor. Money was budgeted to begin development of an Indian arts and crafts program. A person was employed to assist as a hot lunch aide, for record keeping, and to encourage good eating habits by the students. Money was also set aside to provide student fees for necessary equipment and athletic fees in order to permit participation in extracurricular activities. A kindergarten program was begun following renovation of a building that had been abandoned as a school building at Ford. The building became the site of an early education center for children from throughout the district. The cost for both the renovation and the kindergarten program last year was high, but there will be no need to ask for further funding for building maintenance or renovation costs now that the kindergarten program is established.

Last year was reported as the first year the school was effective in reaching students in the home. It was the first year there existed an active cadre of Indian aides, and that the JOM Parent Committee functioned according to parent committee guidelines. The committee was responsible for identifying the Indian aides and for selecting them for employment. Late in the school year, the JOM committee employed an Indian counselor whose job was to meet with every Indian student, determine the level of the school work they were performing, and to find out what their learning problems were. He arranged for special help as needed.

In evaluating test results for the Indian students at Mary Walker, it was reported that all students were tested, and the results were used by the teachers in the elementary grades to determine whether students are working up to ability. In the high school these same tests are used as a counseling tool on an individual basis, and are to be administered annually. The school district educators have not separated the Indian students from the rest of the student body in order to report test data on them, but testing segregation is planned to provide a valid data base in grades one through 11.

There was no Indian dropout last year compared to one the year before. Average daily attendance improved. The number of Indian enrollees increased, although the number of Indian graduates dropped from two the year before to one last year. The number of counseling sessions with Indian children has gone from zero in the school year 1969-70 to 60 this last school year. Indian children involved in school activities remained unchanged from the year before.

Special activities sponsored through the JOM program resulted in sizeable involvement by students in the Indian arts and crafts program, at teen dances, Little League games, the Peewee League and the summer employment conference.

Teacher aides were used to strengthen home-school relationships, with numerous contacts made with parents in the home by the three Indian aides.

Indian enrollment in the Mary Walker School District last school year was 55 out of a total enrollment of 345. The amount of funds granted through the JOM program were $13,000 for the special programs in the school, and $29,000 for the kindergarten and the early education center that was established in the district last year.

Mount Adams

The Mount Adams School District conducted an exemplary or a model school program during the school year 1970-71. There were five basic project components: teacher training; language program development; counselors and counseling test materials; learning resource center; and a small-scale breakfast program.

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The basic program was designed to eliminate academic deficiencies of Indian students, to improve parental involvement in the educational process of this student, to implement a vocational training program that had relevancy for the student, to develop in students a cultural awareness of the American Indian, and to promote teacher effectiveness.

Indian parents, students and school staff and advisors to the school district identified as major thrusts of the exemplary school program the need to present Indian culture, history and language so that Indian children develop a sense of identity and respect for their unique heritage, and the need

to involve parents, local community members, and community agencies and services in joint school-community efforts to bridge the cultural gap. They identified a need to expand existing vocational education programs so that they will involve expansion and extension into the elementary grades, with participation by a large proportion of Indian students, and the development of a program that is practical and relevant within the Mount Adams area. The need for inservice training for teachers to individualize instruction was stressed, along with plans to develop and utilize relevant curriculum materials.

Program developers identified the need to utilize the expertise of all teachers according to their unique capabilities, and to provide classroom aid so the teachers can design better learning experiences for children to help them work in their strongest academic area, and to assist them in working together to provide continuity of goals and program. Planners saw the need to develop a modern learning resource center in order to provide students and teachers with a wide variety of materials and equipment, and the need to develop a comprehensive physical education and health program that will contribute to the effectiveness of family living and the attainment of lifetime skills and leisure time activities.

The Iowa Test of Basic Skills was given to Mount Adams students grades three to eight. Results show that the students performed at a level slightly higher than their grade level,
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The Iowa Test of Basic Skills was given to Mount Adams students grades three to eight. Results show that the students performed at a level slightly higher than their grade level, up through the grade five. From grades five through eight, the students regressed one grade level until they reached grade eight, at which level they performed almost one and one-half grade equivalents below the grade level. At grade level eight, students were given the Classification and Placement Exam.

The number of Indian dropouts decreased from 16 during school year 1969-70 to 13 in 1970-71. Average daily attendance improved. The number of Indian enrollees increased by one over the prior year. The number of Indian graduates increased by three over the previous year, from 14 to 17. The number of Indian graduates going on to further education and training increased from seven to nine last year.

There was an increase in the number of counseling sessions with Indian students over the prior year. The record of Indian students involved in student government and athletic activities showed a significant improvement over the year before, especially in the voluntary special interest clubs. There were 30 involved last year as compared to 20 the year before. Parent-community involvement indicates that no change has taken place from the high involvement of the year before. This high involvement rate continued during the last school year.

Expenditures of funds granted from the JOM program show that teacher training expenditures were $46,479; language consultants in the language development project for the school curriculum, $6,888; counselor salaries and materials, including tests, $19,290; the learning resource center, $12,787; and materials for the breakfast program, $60.

The Indian student enrollment in the Mount Adams School District was 452 out of a total school enrollment of 985. There were 32 transfers last year, and 13 dropouts recorded for the school year. The Mount Adams School District was allocated $90,000 from JOM program funds in order to implement the model program.

Mount Baker

The JOM program operated in the Mount Baker School District during the 1970-71 school year was designed to keep Indian students enrolled and participating in school and school-related activities. To assist in accomplishing these tasks, an Indian teacher aide (or counselor aide) was hired to increase communications between the school and the home, and between the school and the student. This teacher aide-counselor also assumed the responsibility of dispensing JOM purchased instructional supplies to the students. The Indian counselor was utilized in many different communication roles with Indian students. As she identified with these students and their parents, she was asked to handle many contacts with parents and students.

Project administrators reported that communications with Indian students and parents showed improvement and there was some evidence of this reflected by the enrollment, attendance and student participation records. It was reported that support evidence was revealed by no dropouts, increased attendance, and increased participation in extracurricular activities.

The last student enrollment report from Mount Baker indicates that there were 55 Indian students enrolled in the school district that year. Of this number, there were eight transfers and five dropouts. The amount of JOM funds granted this school district last year was $7,000.

Nespelem

The Nespelem School District special JOM program activity included a remedial reading teacher and a teacher aide who worked with the elementary students who revealed reading disabilities. During the 1970-71 school year, a program was introduced, which provided inservice training for the teachers, and a nontraditional approach to motivating students to achieve at a higher level than previously achieved. The session was conducted by the department head of education at Ft. Wright College, along with student teachers, who all came into the community to introduce "Project ME" —Meaningful Education. Their purpose was to introduce new approaches into teaching. The project also was designed to help Indian students build a
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The special remedial reading and math program was conducted in what was termed a learning center. The early part of the year was devoted to individual diagnostic testing, prior to staff "prescriptions" to offset difficulties indicated by the testing. The remedial reading teacher used several approaches. One was to teach each child by games using the Dolch basic sight vocabulary.

Another method used was a cassette player and records of Indian stories which the children could then plug into a listening post. The teacher aide worked on a one-to-one basis with the Indian students, and helped the child with assignments too difficult for the child to cope with in the classroom. The aide also served as a home visitor, making contacts with parents in the home. Textbooks were not used. Instead, records, charts, games and some workbooks that appealed to the students were used, as well as "Creative Reading Programs" by Grolier for use with three reading machines. Six students made significant gains in arithmetic, computation, reading ability, and in arithmetic concepts. The attendance rates show that Indian children in grade one attended at 92.4 per cent whereas the other children were 94.2 per cent. In all instances, the Indian children demonstrated a lower attendance ratio than the non-Indian children, with the exception of grade three, where Indian children had a higher attendance ratio than the non-Indian children. These results compare favorably to prior attendance patterns.

The attendance report on kindergarten indicated that attendance was very poor, but plans have been made to remedy this situation in the coming year. The home visitor will be sent to the home to encourage better attendance, and the parent conference program in the kindergarten will be expanded.

There was mixed reaction among the parents and the school board members concerning the project "Meaningful Education." The concept was new in Nespelem, but there was concern because of what seemed to be a great deal of freedom for the student. There were, however, indications that children gained from the activity. Suggestions for improving the program were listed prior to possible use of the program in the coming year.

The Indian enrollment reported at the Nespelem School District for 1970 was 149 out of a total school enrollment of 186. The amount of JOM money granted the school district was $27,175. Of this amount, $13,640 was budgeted and expended for the kindergarten program. The remainder provided for the special JOM activities.

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Nooksack Valley

The Nooksack Valley School District had a small JOM program last year. The program consisted of a home visitor-counselor, a fund to pay lunch fees for those students who could not afford it, and money for student and athletic fees, insurance and other school supplies in order to assist the low income students.

The evaluation report on Nooksack Valley indicated that the program did not have a significant impact upon the student dropout or attendance rates. The JOM program had some effect, however, upon parents who were involved more closely with the school district officials and school activities. The district did experience some difficulty in getting a JOM program established.

The enrollment of the school district indicates that there were 56 Indian students enrolled in the school district, and the amount of JOM funds utilized amounted to $7,000.

North Beach

The North Beach School District at Moclips had a special Johnson-O'Malley program underway in their school district that provided one full-time counselor and two tutor counselor aides. Funds were utilized for the use of the students, as well as to provide inservice training activities through the University of Washington. Activity generated by the counselor and counselor aides in the school district included helping the staff and the students in the school become aware of counselor and counselor-aide services. They were also instrumental in involving more parents in JOM committee meetings at Taholah, other community committees, and with the teacher aides in the Taholah School District. The counselor aide and the counselor attempted to contact personally all community members, especially the parents, to provide information about student needs and parent effect upon student attitudes. It was reported that the attitude of the students in the Moclips school is positive. This assessment was based upon the number of students who voluntarily came to the counselor aide and to the counselor's office for assistance.

Johnson-O'Malley personnel worked closely with the University of Washington in conducting a ten week course on Indian education which was attended by teachers and parents from Moclips and Taholah. The class attempted to increase communication between the parents and teachers. The teacher aides helped introduce activities such as Babe Ruth and Little League baseball teams in Taholah, and other types of organized recreation plans during the summer months in the Indian community.

A questionnaire was given to all the Indian students at the Moclips junior and senior high school. The responses to the questionnaire indicated that there was a need for Johnson-O'Malley personnel to work with Indian students. There also was a response concerning the present program. The questionnaire indicated that the greatest problem involved the academic performance of Indian students particularly in the area of math skills, student attitude, and teacher understanding.

The program at Moclips, although a fairly new one, was considered one of the more exemplary programs in the state because it showed imagination and creativity in meeting both student and teacher needs. Evaluation results show that the number of Indian dropouts decreased from seven to six. Average daily attendance improved ten per cent. Indian graduates increased from seven to nine. There were six Indian graduates going on for further education.

Counseling sessions with Indian children average 16 per day because of the availability of the counselor aides. The number of children who were involved in school activities, such as student government and the school athletic program, showed an improvement over the preceding year. Voluntary interest clubs attracted a number of Indian students to the newspaper, the school play, the school band and the car club.

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Parental involvement also reflected an improvement over the previous year. The Johnson-O'Malley committee expanded from 11 members to 19. An Indian education course was offered by the University of Washington to 25 parents each week. Indian parents also were involved in 16 community groups, such as the school board, chamber of commerce, American Legion, Veterans of Foreign Wars, Kiwanis, and others.

North Beach received $21,298 in JOM funds. Enrollment at North Beach was 121 Indian students out of a total of 723.

North Kitsap

The North Kitsap Indian and Disadvantaged Education project utilized a home-school counselor aide and four home-school aides who were all Indian. They were hired for two of the district's elementary schools. The aides received on-the-job training while performing their functions. They gave individual academic help in the classroom to children who required it and they provided personal guidance, made home visits, and made referrals to appropriate agencies or specialists on the North Kitsap staff. The aides were also active as liaison workers between the schools and the Indian community and served as resource persons to the Indian Parent Education Committee.

At North Kitsap Junior High a certificated home-school counselor and an aide provided personal guidance and occupational orientation. Home contacts were made and there were referrals made to other agencies. Field trips were made and an Indian Club was formed which is actively engaged in learning local Indian crafts and dances and recording local Indian history. Occupational orientation was provided through classroom instruction, counseling, field trips to local industries and outside resource persons. The certificated counselor served as a resource person to the Parent Education Committee, helping with the development of a Bureau of Indian Affairs summer program on the Port Gamble and Suquamish Reservations.

A reading tutorial program was implemented, K-8, utilizing student tutors.

Fifteen certificated persons worked as tutors on a one-to-one basis. This program was conducted after school, in the evening, and on weekends. The certificated tutors were especially selected and received in-service training.

There were 114 Indian youngsters served by the JOM project at cost of $29,671.

Oakville

The Oakville School District carried out its JOM program for Indian students by providing an Indian counselor who worked with students from grades one through 12, and with young adults who recently graduated from high school. The counselor made regular home visitations to keep parents informed regarding school programs and the students' progress in classes.

In the past, many Indian parents had no involvement directly with the school, so the task of the counselor was to communicate with the parents through his visitations. An Indian teacher aide was employed at the elementary level to work with the teacher and students, with special emphasis on assisting students with reading problems. The kindergarten program supported w
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The evaluation report on the 1970-71 program revealed that the students given the Iowa Test of Basic Skills were one grade or more below the national norm for their grade level. There were no dropouts indicated in the report. Average daily attendance increased, and also the number of Indian students who returned to the school program. With the employment of an Indian counselor, the number of counseling sessions with Indian children rose from none the previous year to 900, and there was a significant increase in the number of children involved in school activities.

The total Indian student enrollment reported was 75, out of a total enrollment of 349. The amount granted the school district from the JOM program was $17,900, including $9,500 for kindergarten costs.

Okanogan

A home visitor, or home counselor, was employed in the Okanogan School District from JOM funds during the last year. Since this program was new in the district, it was felt that a home-school liaison effort would be most beneficial to build subsequent programs for Indian students in the district.

The evaluation report shows that the number of Indian dropouts was lowered from three in the prior year to one. Average daily attendance was improved. The number of Indian graduates, however, was lower. Stanford Achievement Tests indicated that students tested out at a grade equivalent higher up to grade six. After grade six, students' test scores show that they are behind about three levels. Otherwise, all evaluation results show that the program made a positive impact in the Okanogan School District last year.

The number of Indian students enrolled was 53 in a total enrollment of 925. The amount granted the school district from JOM funds was $4,047.

Omak

The Johnson-O'Malley program for Omak School District was built upon the specific needs identified as counseling, home communication, dropouts, early childhood education, improvement of language and math skills, nutrition, and providing fees for athletics or other student activities for those students whose parents could not afford the cost.

An Indian home-school counselor was employed and high school tutorial help was given at the elementary level. Teacher aides were provided and a student loan was established. Included in the program, also, was a kindergarten to serve the Indian community.

Evaluation results from the Omak program were based upon the Stanford Achievement Test from grade three through grade nine. The performance of the Indian students showed that at grade level three they performed at a 2.8 grade equivalency. They performed one-half year behind the grade level up through grade six, then at grade seven they started to slip behind to a grade and a half. In grade eight, however, they performed at grade equivalent. In grade nine they performed two grade levels behind.

There were five Indian dropouts from grades eight through 12 last year, but there were eight Indian students who graduated; five of these plan to go on for further education and training. There were 40 counseling sessions with Indian students during the year, and the number of Indian students involved in student activities such as student government, the school athletic program and the pep club, increased to 65.

Parent participation or attendance at school activities showed an insignificant increase. At four separate functions there was a total of 26 parents attending. Fifteen Indian parents participated in the JOM advisory committee activities. Three parents worked as volunteers for the Head Start program and six were involved with the Title I advisory committee.

The number of Indian students enrolled at the Omak school was 220 out of a total enrollment of 1,695. Johnson-O'Malley funds granted the school district were $24,504, which included $9,211 for the cost of establishing a new kindergarten program in the Indian community.

Oroville

The Oroville School District JOM program consisted of a home visitor and related activities. The district was unable to secure an Indian tutor again this year. There was a small but active JOM parent committee who attended local county and state workshops. Through the efforts of their home visitor, children from several new families were enrolled early in the fall.

Attendance comparisons are difficult to make in this district because many Indian youngsters are from migrant families and are in school for only a very short period of time, often moving without notifying the school. The home visitor encouraged Indian parents to take part in school functions, and as a result Indian parent attendance at school concerts, ball games, and other activities grew throughout the year until it peaked at graduation.

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The number of Indian students enrolled at the Omak school was 220 out of a total enrollment of 1,695. Johnson-O'Malley funds granted the school district were $24,504, which included $9,211 for the cost of establishing a new kindergarten program in the Indian community.

Oroville

The Oroville School District JOM program consisted of a home visitor and related activities. The district was unable to secure an Indian tutor again this year. There was a small but active JOM parent committee who attended local county and state workshops. Through the efforts of their home visitor, children from several new families were enrolled early in the fall.

Attendance comparisons are difficult to make in this district because many Indian youngsters are from migrant families and are in school for only a very short period of time, often moving without notifying the school. The home visitor encouraged Indian parents to take part in school functions, and as a result Indian parent attendance at school concerts, ball games, and other activities grew throughout the year until it peaked at graduation.

One of the graduating senior Indian boys received the Glover Cup presented to the student who best typified what is good in America. He also received several scholarships.

The home visitor also worked with churches in collecting and distributing clothing, and she also assisted by taking needy Indian families for doctor and dentist appointments. School officials report that communications with the Indian community continues to improve

because of the JOM home visitor.

The evaluation report shows that of 93 enrolled Indian students, there were two dropouts at the secondary level, but the number of Indian graduates increased. The number of students involved in school activities has increased, and there is a general improvement in the involvement of Indian parents in school as well as other community activities, according to the report submitted.

The amount of funds granted during 1970-71 school year totaled $5,000.

Port Angeles

Port Angeles School District has had a counselor aide program in the past few years. In 1970-71, they built upon the established program to include tutor aides who worked with children needing special attention after school. The two counselor aides continued their services as Indian counselor aides. Their primary activities included consultation and association with each Indian student and his family and providing information and help where indicated. They personally contacted each former student who ha
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They brought Indian parents, school administrators and school counselors together for explanations of registration procedures and also to enroll students in classes for the coming year. They served as liaison between the superintendent of schools and the Indian parents during special monthly meetings for planning regular educational and social programs, JOM and federal title programs.

The counselors arranged for income producing part-time work for older students in the school district, and they arranged transportation for students engaged in after-school activities. They also found financial assistance to help students meet expenses associated with participating in extra-curricular activities.

The Indian tutors employed during the year were trained by reading specialists and primary teachers who teach Indian students. The teachers consulted daily with the tutors and provided prescribed programs for the individual students who were assigned to the tutors. The primary objective of the tutoring program was to provide additional supervised practice to develop specific reading skills.

Related project objectives included bringing Indian parents into the program. Indian enrollment in the Port Angeles School District totaled 208. Of these, there were 12 transfers and there were three dropouts at the secondary level.

The results of evaluation reports which cover the various tests given the students during the school year indicate that the students at the Port Angeles School District are generally below the national norm. The tests used for the elementary grades primarily were the SRA National Education Development Test, the Doren Diagnostic Reading Test, the Stanford Achievement Test, and the Ginn Reading Test.

The average daily attendance by Indian students improved last year by two per cent, and the number of Indian re-enrollees gained slightly. The number of Indian graduates increased dramatically from three the previous year to ten. Those going on to further education and training increased from six the previous year to 12. The number of counseling sessions increased slightly from the preceding year.

The most dramatic change was indicated by the voluntary special interest clubs, where students were involved at a rate of nine per cent the previous year to 16 per cent. Parent involvement was considered high during the 1970-71 school year, with the most frequent participation occurring during field trips, student field trips and JOM parent committee meetings. Forty-five parents attended the party and dinner for staff and parents of the school district at the end of the summer school program. In all activities occurring in the school district outside of school hours, Indian parents attended at a higher rate than previously.

The amount of JOM funds granted the school district during the 1970-71 school year amounted to $20,951. This included the summer program activity and attendance at a training workshop for new counselor and teacher aides.

The Port Angeles JOM program is cited as an example of the growth and improvement that can take place in one school district when, after the basic program has been established, additional needs are identified and met each following year.

Queets-Clearwater

Queets-Clearwater School District, which is an elementary school district, developed a JOM program for the 1970-71 school year that employed an Indian aide, helped to provide hot lunches for those students who could not afford it, offered field trips for students, and provided an arts and crafts program. Project evaluation was based upon the Iowa Test of Basic Skills in grades three through eight, and the Scott Forsman Reading Test for grades one and two. Performance levels were not given, with exception of grades seven and eight where the grade equivalent showed 7.4.

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Average daily attendance was 35. The number of Indian graduates in grade eight was three last year as compared to six the year before. There were 18 Indian students involved in the school athletic program, but a smaller proportion took advantage of the two field trips that were made last year.

Ten Indian parents were involved in the school activities. Community activities included the Head Start program and the Community Action program.

Indian student enrollment in this school district last year was 39 out of a total school population of 53. The amount

granted Queets-Clearwater School District from JOM funds last year was $5,009. This district typifies this state's small school districts that are located in isolated rural areas.

Taholah

The Taholah School District is unique in that it is the only school in the state that has almost 100 per cent Indian enrollment. The school is located

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Taholah

The Taholah School District is unique in that it is the only school in the state that has almost 100 per cent Indian enrollment. The school is located in the Indian village of Taholah on the Quinault Indian Reservation. The JOM program in this school district last year centered primarily on providing additional classroom facilities and funding kindergarten activities.

The school is expanding from nursery school through grade eight. The evaluation report indicates that in all areas of school community relationships a significantly high degree of involvement of parents occurred in all activities of the community. The school board membership is entirely Quinault Indian. Because of the close relationship between the school and the community, 1,912 contacts were reported between home and school.

There was a significant increase in the number of Indian children involved in school-related activities, such as student government, athletics, and the pep club. The voluntary special interest activities that were community sponsored included the team council, the Good News Club, the Girl Scouts, and regularly scheduled Indian dances. The evaluation report reflects high pupil participation in these activities. Information concerning standardized test results was not available at the time of this report from Taholah School District. However, they reported that California Achievement Test and the Comprehensive Test of Basic Skills were the two tests given students last year to determine a baseline for measurement of future academic growth.

Pupil enrollment in the Taholah School District shows 164, with the total enrollment of 166. The amount granted from the JOM program fund during the 1970-71 school year was $20,468. This includes the kindergarten program.

Toppenish

The Toppenish program emphasized attendance service, and transportation, providing special health services (such as glasses and hearing aids) and teacher aides. The evaluation report indicated no improvement or changes in dropout rates, average daily attendance, or the involvement of Indian students or parents in home-school activities. Four full-time teacher aides were assigned to the schools that had the greatest population of Indian students. These aides were Yakima Indians. They were given the primary task of working with Indian students who were having difficulty in areas of academic achievement. The aides worked under the direct supervision of teachers, providing individual tutoring for students.

Other components consisted of part-time nursing service, and a full-time home visitor. Nurses, working as a team, were able to do much more screening in the areas of dental, hearing, vision and postural problems. Many deficiencies in these areas were found, and they were referred to proper agencies for professional diagnosis or treatment. The nurse, together with the home visitor, helped explain nutritional needs of students to their parents.

The home visitor explained many of the school programs to the parents, and helped create a feeling of trust and understanding between the school and the patrons of the district. He contributed to improved attendance, and he helped provide essentials for the comfort and health of the students. He also provided the students a positive image which they could respect. One of the greatest contributions, according to program observers, was the formation and participation of the JOM Parent Committee. It helped both the school and Indian community gain understanding and respect for each others' problems, and it involved Indian parents in planning programs for their children. The chairman of the committee became a member of the local school board. The committee made suggestions that helped create important changes in the school system at Toppenish.

The Indian enrollment in the Toppenish School District was 391 last school year. The amount granted the school district from JOM funds was $24,000.

Wapato

Wapato School District utilized JOM funds for the school year in order to provide a number of aides, as well as certified staff. The budget included funding for travel and communications, and for student funds to pay fees or supplies for stu-

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Wapato

Wapato School District utilized JOM funds for the school year in order to provide a number of aides, as well as certified staff. The budget included funding for travel and communications, and for student funds to pay fees or supplies for students whose parents cannot afford to finance student, athletic or other activities. The program was revised from the original format to add six new aides for the last part of the school year at the junior high, intermediate and primary levels.

A small amount of money was budgeted for the purchase of band instruments at the grades five and six levels to allow some Indian students to begin formal musical training. The fourth project component provided an art teacher who was available at their intermediate school to help provide an early appreciation of art, and to help develop the art skills, and to purchase art supplies. The last item in the JOM program was a small amount set aside for recruitment expenses to actively seek Indian teachers to work in the school district. The Wapato School District exemplified parent participation and Indian para-professional employment because of the high number of JOM parent committee meetings, the larger number of Indian parents involved with the school (through the committee) and the high number of Indian people employed as aides or home visitors.

Evaluation results of the Gates Mac Ginitie Reading Test given Indian students in the district show that students from grade levels two and three are performing at the same rate or higher than the normal rate for all students. However, from grades four through six, as indicated by the Iowa Test of Basic Skills, the students slip behind one grade until they reach grade nine, at which time they are achieving at the grade equivalent level of 7.8 at the end of the school year. The California Reading Test which is given to students in grades 10-12 shows students one grade equivalent behind at grade 10, and two grades behind when they reach grade 12.

The number of Indian dropouts still are very high in this school district. There was no improvement in the dropout rate from the year before. Average daily attendance is down, as are the number of Indian re-enrollees. The number of Indian graduates, however, is higher, and the number of graduates going on to further education and training has improved. There is an improvement in the number of Indian children involved in student government and athletic activities, and in the pep club and other voluntary special interest activities.

The number of parent involvement and parent school contacts total 1,286 during the last school year, with parents either being contacted from the school, or with parents in direct attendance at meetings involving school or their children.

A total of 604 Indian students are enrolled in Wapato out of a total enrollment of 3,122. There were 75 transfers into the district, and there were 19 academic dropouts from kindergarten through high school. The amount granted the Wapato School District during the last school year from the JOM program was $30,000.

Wellpinit

Activities of the JOM program in the Wellpinit School District included a physical education program, an arts and crafts sequence and a home visitor or home counselor aide. There is a girl's activity program as well as a major kindergarten program.

The evaluation report indicates a pattern whereby the students achieve at the same level as all students up to grades five and six. From then they regress through grade 12 until they are almost two to three grade levels b
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The evaluation report indicates a pattern whereby the students achieve at the same level as all students up to grades five and six. From then they regress through grade 12 until they are almost two to three grade levels behind the norm. The tests given were the Metropolitan Readiness Test, the Stanford Achievement Test, and the Iowa Every Pupil Test. Other information shows that the dropout average has decreased since the year before, and the average daily attendance of Indian students has improved, along with the number of Indian enrollees in school.

The number of counseling sessions with Indian children has more than doubled, and student involvement in school activities, athletic programs, student government, or special interest clubs has improved to almost twice that of the year before.

Parent involvement has improved, particularly in the contact between the parents and the school district.

The amount of money granted the Wellpinit School District for the 1970-71 school year, which includes kindergarten costs, amounted to $15,818. The number of Indian students was 118 out of a total enrollment of 172.

Yelm

The JOM program in Yelm consisted of a home visitor-counselor, tutors, a teacher aide, a curriculum expansion program, field trips for the students, and some school lunch payments for those students whose parents could not afford to pay.

The evaluation results of this program show significant improvement in the area of student enrollees and the number of Indian graduates, and in the numbers of students going on to higher education. The number of counseling sessions with Indian children increased from 40 the previous year to 315. The number of Indian children involved in school activities such as student government or athletics increased almost 50 percent. The number of Indian parents involved in school and community activities reflected another significant increase. The evaluation of parent and student involvement in school affairs showed a positive improvement in the total school program this past year.

The home counselor was considered the key to development of interest in school by parents with whom she made continuous contacts on a one-to-one basis.

The enrollment report

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The home counselor was considered the key to development of interest in school by parents with whom she made continuous contacts on a one-to-one basis.

The enrollment report showed an Indian enrollment of 53. There were three transfers and three dropouts the previous year, and the total number completing the school year was 59 out of a total school enrollment of 1,410. The JOM grant to the Yelm School District for the program last year was $10,000.

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Neah Bay Exemplary Project

(Condensed from the Neah Bay evaluation report)

The most serious problems in Indian education are rooted deeply in a long history of misunderstanding and mistrust. There are many and varied reasons for this and the solutions are complex and difficult to bring into focus. There is little cognitive data to indicate that progress toward solutions is being made at Neah Bay. However, great interest and effort by the students, the parents, the Makah Tribal Council, the school staff, the Supt. of Public Instruction, the BIA, and the U. S. Office of Education is being brought to bear to effect significant change. This is a vital beginning of a determined effort to transform the Neah Bay School into a model for Indian Education. JOM and Urban, Rural, Racial and Disadvantaged (URRD) funds have made it possible to introduce Indian personnel and Indian culture into the school and to dissolve the "Iron Curtain" that has separated the school from the community that it serves. For the first time, the school and the community believe that meaningful change is possible.

Test and Results

The Gates Mac Ginitie Reading Test was administered by a reading specialist to all students in grades three through 11 during October 1970. The results of this testing (included in appendix data) became one major focus of concern for the 1970-71 school year. Teachers confirmed that reading difficulties were responsible for widespread learning difficulties at all grade levels. The JOM Parent Advisory Committee was informed of the test results and top priority was immediately directed toward correcting reading deficiencies. It became a major concern of the Program Coordinator to draw in resource people to assist in diagnosing the problem and prescribing the remedy. Involved this year in the study of the problem and in designing a new approach to reading were: Dr. Lois Roth, George Whitney, and Nancy Motomatsu, SPI; Dr. Katiri Brow, U. of W.; Dr. James Mason, D.I.H. Psychiatry; Donna Hughes, West Valley High, Yakima; and a reading specialist team from the Port Angeles School District.

New Approaches to Reading at Neah Bay

The magnitude of the reading problem defied solution through a standard remedial reading approach. There was clear indication that a new approach to reading was called for with Indian students. Following are the three major reading programs initiated with JOM funds during 1970-71.

1. *Open Area Non-graded Primary School*
   Walls were removed from three rooms and the adjoining hall in the 40-year-old elementary building. Volunteers painted the woodwork and walls and the area was carpeted and the ceilings lowered. What was a dingy, noisy, difficult place to teach and learn has become a delightful place for both.
   The central objective is to make school and learning a happy experience for every child. Heavy emphasis will be placed on creative language development skills. New reading materials will be developed by students from their own unique cultural setting and tradition. Learning experiences will be individualized in all subject areas. The primary teachers volunteered one month of their summer to plan together for the new experience in the open area.
2. *Intermediate Reading Center*
   A wall was also removed to enlarge the old elementary school library. Another uninviting area has become a bright and attractive learning center. A high interest reading program will be introduced in the "Hooked on Books" philosophy. The reading specialist has an area for individual tutoring and for small group work. An aide will supervise the adjoining reading room containing the best of new paperback editions. All middle and upper elementary students will be programmed through the center to work on individual reading skill development.
3. *Instructional Resource Center*
   The IRC is being located in a portion of the multi-purpose cafeteria room. The objective is to introduce students and the community to new high interest multi-media materials available for extending their knowledge and skills. Materials ordered for the center include a wide range of information on Indian history and culture as well as high interest reading and multi-media materials of general interest. The IRC will be available to students and the community during the school day and four evenings a week. As reading materials are virtually non-existent in most Indian homes, this effort to provide high interest materials in an attractive setting is expected to improve the reading skills of students and adults alike.

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Makah Teacher Aides and Counselors

There is a Makah teacher-aide in each classroom from K-5. One aide assists in the elementary reading center. A young Makah Tribal Councilman served as part-time student counselor and a Makah mother as part-time attendance counselor. Two of the nine aides and the two counselors were funded from JOM.

Teacher-aides

Bringing the Makahs into the classrooms has profoundly affected the community attitude toward the school. At the beginning of the year, teachers were hesitant to have an Indian adult in the room with them. As the year progressed it became apparent that the aides were an indispensable part of a teaching team. It has proven true at Neah Bay as in other Indian schools that adult Indians in the classroom become the bridge across conflicts between the home, the child, and the classroom teacher.

Makah Counselor

The school was fortunate to secure the part-time services of the most respected young man of the tribe. He was an extremely effective advocate of the students and of the Indian community. Much of the change of attitude both in the school and the community are the result of his ability to communicate with both.

Makah Attendance Counselor

The attendance counselor checks daily at the home of every student recorded absent for that day. This has increased the ADA by 5 per cent over the previous established figure and has added many more important fringe benefits. There is increased concern both at home and at school for the well being of students and many home-school problems previously overlooked are now handled effectively.

Added Teachers to Limit Primary Class Size

A maximum of 20 students per teacher was considered imperative in the primary grades in order to: 1) reassure students who are strangers to this very foreign world of the white man's school and, 2) to provide successful experiences for every child through closer attention and individualized learning opportunities. Two additional teachers were employed. One half of their salaries was paid from JOM funds. The other half and additional costs of classrooms and materials were paid from district funds.

Indian Programs Coordinator

The changes occurring and planned for the Neah Bay School under the Model Indian School Development Program have added greatly to the administrative load of the district. The responsibilities of the coordinator are:

1. Coordination of special Indian programs.
2. Program proposals and evaluations.

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3. Communications with the Tribal Council, CAP offices and the Indian community.
4. Ongoing work and planning with the school staff.
5. Supervision and training of 19 Indian paraprofessionals.
6. Attendance at important Indian Education meetings.
7. Interpreting special needs to the school board.
8. Hosting many outside groups and individuals visiting the Neah Bay School.
9. Maintaining contacts with the office of SPI, the BIA, and the USOE.
10. Providing desired information and input to the Parent Advisory Committee.

Teacher Orientation

Dr. Helen Redbird and members of the Makah community spent two days prior to the opening of the 1970-71 school year acquainting teachers with the unique customs and culture of the Makahs. History, customs, current problems, tribal politics and policies were carefully presented and discussed. The teachers were hosted to a traditional salmon bake and toured throughout the community and its facilities. The Indian hospitality was most gracious and a warmth of understanding and good will was shared by all. The effects of this welcome continued through the year.

Added Counselor Time

The certified counselor for the district's two schools spends one additional day per week at the Neah Bay School. In addition to regular student counseling responsibilities she spends a great deal of time in Indian homes. She also works with the training of Makah paraprofessionals and the supervision of the sizeable cadet teaching program at this school.

Conclusion

Answers to the haunting problems of Indian education *will* be found at Neah Bay. The Neah Bay School *will* become a model for Indian education. The school and the community are determined that this shall be. The BIA, the Supt. of Public Instruction, and the U. S. Office of Education are assisting with funds and technical assistance. The momentum generated during 1970-71 promises an exciting and productive year in educating students at Neah Bay.

Pupil Motivation Project

The *Pupil Motivation Project* undertaken on contract by Gonzaga University will extend from August 31, 1971 to January 21, 1972, to correspond with the date terminating the first school term for the Spokane School District 81.

The underlying project goal is to provide Indian students with insights and skills they can use in the school environment, whatever the problems of that environment might be.

In order to become "more active, successful learners," project developers insist the Indian students need to: 1) Acquire an explicit understanding of learner and teacher roles; 2) Increase their self-identity as learner and as a teacher of themselves and each other; 3) Increase pupil reliance upon each other when faced with unexpected problems; 4) Increase the knowledge and skills needed for nondirected learning; and 5) Increase their positive attitudes toward, and use of, the school as a resource for learning.

A need was identified for encouraging educators to use materials and procedures that support Indian students' learning efforts, and for parents to understand and support this learning, exploration process. A strategy was developed to involve older students in helping younger students with their learning. Utilizing a package of "Cross Age Peer Help" materials developed at the University of Michigan, the older helping students were trained during seminars. Subsequently, they were encouraged to share and explore their own experiences of helping and of being learners themselves.

Two status reports described the progress of the program in seven sections: 1) Relations with schools; 2) Sample description; 3) Relations with the native American community; 4) Consultants' role in the project; 5) Cross age training; 6) Mini-packet; and 7) Present activities.

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At the completion of the program under contract, ten copies of a final report and of the training materials created will be submitted. The Northwest Regional Educational Laboratory (NWREL) has primary responsibility for development of the new training materials and overall evaluation of the project.

Gonzaga University's School of Education has coordinated resources of SPI, NWREL, and the Spokane School District in developing this project.

Migrant and Indian

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Migrant and Indian Center

The Center for the Study of Migrant and Indian Education is located in the heart of the agriculturally rich Yakima Valley, on land provided by the Yakima Indian Nation. It is funded with Title I—Migrant (ESEA) and Johnson-O'Malley grants to Central Washington State College.

The Center is staffed by nine faculty members and four support staff working to establish better understanding and cultural awareness of the migrant and Indian child.

The goals and purposes of the Center are: 1) To help coordinate educational programs for migrant and Indian children in Washington State; 2) To provide needed training, as identified, for paraprofessional, pre-professional, professional personnel; 3) To help develop programs and instructional materials for migrant and Indian children; 4) To disseminate and distribute information regarding significant programs, materials and evaluations pertaining to migrant and Indian children; and 5) To provide evaluation of Center activities based on stated goals.

The objectives of the Center are to provide service to schools, develop programs for migrant and Indian children, and institute attitudinal change by offering encouragement, materials, follow-up help and assistance in seeking and developing programs.

During the past year the Center added two additional building units through the Office of Continuing Education. Resident credit is granted for those attending courses given at the Center by college faculty.

A student teaching program is enriched with an extra month's time spent living and working with migrant and Indian people. It begins in August with a communications retreat at Leavenworth in conjunction with the Seattle Urban Center. As a student indicated, "In this month, I've learned more about migrants and Indians than I ever did . . . and I've lived here all my life."

The Center received two additional grants from the Office of Child Development to develop curriculum relevant to the elementary and pre-school child. The materials are to be culturally based relating to the Yakima Indian Nation and the Makah and Quinault tribes.

A four week workshop in Migrant Education and a three week workshop in Indian Education were each attended by approximately forty educators from school districts throughout the State.

Classes in conversational Spanish, proposal writing, the development of learning packets, and a reading workshop are some of the diverse programs offered through the Center.

Cultural awareness classes utilizing local tribal people were held in Toppenish and Marysville to give direction to educators in coping with and understanding the Indian child and his problems.

Paraprofessional workshops were presented throughout the state which helped in the development of academic competencies for those working as teaching aides in the school districts. College credit can be earned at the junior college and college level for those attending.

Over 3,625 persons passed through the doors of the Center this past year, with 5,699 items of instructional media being sent throughout the state to school districts known to have migrant and/or Indian children.

Materials developed in workshops and classes are being field-tested and will be made available as requested. A media catalog, as well as Migrant and Indian bibliographies, have been published and distributed.

Educational Needs Assessments of the migrant child and of the Indian child were undertaken, the results of which were published and distributed widely.

The Northwest Oral Language Development Games were revised. A monograph of the Artisans of Mexico (a companion piece to the previously published Artifacts of Mexico) is being written. Media kits are being developed for use in school districts including artifacts from Washington State tribes. An Indian Artifacts monograph is being written to accompany the kits and to be used independently. Culturally oriented curriculum materials are being developed for the elementary school child to increase his awareness of Indians.

Indian artifacts have been collected, with a few remaining to be added to the completed listing. Packaging of four kits for distribution to schools is being planned with a major display for the Center.

Olympic College Special P

Olympic College in Bremerton provided staff and fiscal assistance to provide for a parent-child cooperative program at the community hall in nearby Little Boston. A member of the Suquamish tribe was trained as the teacher, and continued supervision has been provided by the Olympic College Home and Family Life staff.

Wapato Summer Project

The Wapato school district is located in the heart of the Yakima Indian Reservation with about 50 per cent of the school district being comprised of non-deeded reservation land. The Wapato area is mainly agricultural, and there are many Mexican-American families that come into the area to school districts known to have migrant and/or Indian children.

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The Center served Indian students in 75 schools in 30 school districts.

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Parents, tribe and the community of Port Gamble are assuming the responsibility for the continuation of the program to assist and educate Indian parents in understanding and guiding their pre-kindergarten age children. Plans are being made to provide more help in home management and consumer buying.

Wapato Summer Project

The Wapato school district is located in the heart of the Yakima Indian Reservation with about 50 per cent of the school district being comprised of nondeeded reservation land. The Wapato area is mainly agricultural, and there are many Mexican-American families that come into the area to harvest the crops. About 25 per cent of the school population is Mexican-American. The remaining part of the school population is comprised of 20 per cent Indian, 50.9 per cent Anglo, four per cent Oriental and one-tenth of one per cent Negro. Incomes for agriculture workers are relatively low, and

family size is generally large resulting in a large number of welfare recipients.

The Wapato School District is comprised of one high school, one junior high school, one intermediate school and three other elementary schools with a total enrollment in the district of approximately 3,100 students. Of the three other elementary schools, two are country schools located approximately four miles from Wapato.

The overall trend for enrollment has been an increase. However, there is a prediction from the State Superintendent of Public Instruction that enrollment for the next few years will be on a decline statewide. There are no significant changes in the outlook for agricultural employment in Wapato, therefore, enrollment should maintain the present level.

Over 50 per cent of the school district is non-deeded land, and the district is eligible for and funded under the provisions of Public Law 874. Also because there is a large number of migrants and low income families in the district, Wapato is eligible for ESEA Title I (Regular and Migrant) and Title II.

The pre-kindergarten and kindergarten teachers noted that many Indian pupils were not ready for pre-primer work when they entered the first grade. The teachers recommended the lowest ability Indian students for summer school, with the objective to have twenty Indian students who have not completed kindergarten ready for first grade socially and academically as

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There was one teacher and one teacher aide hired for the kindergarten class. She was responsible for instruction in reading readiness and for planning field trips, parent conferences, and supervising her aides. The teacher was free to group and was encouraged to individualize. She utilized large groups, small groups and individualized instruction. The aide and a Neighborhood Youth Corps (NYC) worker did much of the teacher's clerical work, individual tutoring and helped supervise the students. They taught groups, worked the audio-visual equipment and supervised the play periods. Both the teacher and aide were employed four hours each day for thirty days.

In addition, there was a cook, a janitor, and three bus drivers who also served the Migrant and Title I summer schools. There were also a nurse (funded under URRD), a director, office secretary and three volunteer aides who helped for short times with instruction. There were also two volunteer aides who came from a federally-funded nutrition education program in Yakima to teach nutrition for one-half hour a week to the class. A volunteer from the community also taught Indian dances to the class near the end of summer schoool.

The evaluation of the summer school was based on teacher observation, teacher aide observation, and the NYC worker observations. Pre- and post-test results were found for a list of skills deemed necessary for reading readiness instruction, for a check list of observable social behavior, and for a check list showing how a student was educationally disadvantaged.

The Wapato Johnson-O'Malley Summer School was funded for the summer only. The main activity in the program was two hours of concentrated reading readiness instruction. Students were bused to and from school at 7:00 a.m. and at noon. There was a forty-five minute period devoted to lunch, and some time was given each day to free play. Snacks were served. The teacher also taught art, physical education, number writing and counting and color recognition skills.

Films, sound filmstrips, records, video tapes, food tasting activities, field trips and Indian dances were used to motivate students to attend school and to take an interest in school. In addition to the above materials, activities and equipment, library books, charts, photographs, cutout letters and numbers, toys and games were used. The materials were largely borrowed from the Primary School.

Camp Chapparal Summer Project

The summer program at Camp Chapparal conducted with JOM funds was a language arts project for Yakima Indian children. The project was conducted through an eight-week summer session into the 1970-71 fiscal year for children having academic difficulty, particularly in reading. Educational Consultants, Inc. were contracted to provide an intensive individual reading program for all the students attending the session. There were 155 children tested during the program.

General goals for the reading program were designed to: 1) provide a tutorial Reading Program to the Indian students of the reservation; 2) raise the educational level of all students who participate; 3) work with the attitudes of students toward education; 4) give counsel and direction to young students; 5) introduce new methods of education to the participants; 6) provide a diversified education program to meet the individual needs of the students; and 7) stimulate the interest of young adult Indians in future training in the field of education by providing an opportunity for them to work as aides to professional educators.

The specific goals were developed to: 1) provide the best teachers, materials, and equipment available to implement a purposeful, performance-oriented program; 2) provide each Indian child with the language skills necessary to reach his potential in society; 3) demonstrate, through performance, how a supportive reading-language arts tutorial program can augment regular school programs; and 4) provide
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Project

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The reading objectives were: 1) correct reading disabilities and deficiencies; 2) train students to see and retain more at one glance; 3) train eye movement; 4) improve concentration; 5) provide training in reading skills; 6) increase vocabulary; 7) increase reading speed/comprehension; and 8) improve self-image, motivate and change attitudes through success-oriented programs.

Program content included development of skills required to develop perceptual accuracy, visual efficiency, work knowledge, basic phonic, word attack skills, comprehension fundamentals, interpretive, analytical, critical, and appreciative reading, as well as reference skills, selective reading, and reading and study habits.

Materials used included controlled reader, T-scope, Tach-X, pacers and accelerators, listening stations, Hoffman readers, Craig reader, multi-sensory letter-sound-word training, card reader, Aud-X, video-tape recorder, Borg-Warner system 80, programs for instruments, E.D.L. tapes: Listen and Read, Listen and Think, supplementary materials.

The staff were all certified instructors trained to care about each individual child and to help each achieve to the fullest extent of his capability.

Project evaluators offered mixed reactions to the Camp Chapparal summer session, although the positive responses outweighed the negative.

Perceived strengths included the project site, the low pupil-teacher ratio, the evident rapport established between learner and helper, the relaxed and "nonpressurized" project environment and schedule, the variety of media used and the "enthusiastic response and interest of the parents."

Weaknesses noted were the lack of pre- and post-test activity, the high regression rate of tested pupils (21 per cent), the "high cost" of the project, the selection of Educational Consultants, Inc., to administer the project, and the lack of follow-up during the regular school year.

Emphasizing: Parent Committees

Urging Indian parents to relate tribal culture and values to their children was just one of the many topics under discussion during three parent committee workshops held in 1971. The workshops, conducted in Wapato, Okanogan and Neah Bay for Johnson-O'Malley (JOM) Indian parent advisory committees and local school administrators, had a total of 300 persons attending.

The participants learned about school finance, program funding sources from the Elementary and Secondary Education Act (ESEA), Public Law 874, the state funded Urban, Rural, Racial, Disadvantaged (URRD) program and the JOM act.

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Parent committee members had the opportunity to share knowledge and experiences about JOM programs underway in various school districts. Roles of the Intermediate School District, the local district and the State Office of Public Instruction were also identified.

Wapato

The first workshop was held April 27-28, at the Longhouse on the Yakima Reservation. It was sponsored by the Wapato School District for the surrounding school districts of Glenwood, Klickitat, Toppenish, Granger and Mount Adams.

Although the workshop was planned for 100 participants, over 150 people attended. Lew Patton, assistant superintendent of Wapato schools, was in charge of the meeting arrangements. Mrs. Robert Jim, Mrs. Leonard Tomaskin and Mrs. Wilfred Yallup, aides in the Wapato schools and members of Wapato's parent advisory committee, assisted. Specialists from the Bureau of Indian Affairs, the State Office of Public Instruction and the Center for the Study of Migrant & Indian Education in Toppenish also were on the program.

Okanogan

Miss Dorothy Beamer, superintendent of Intermediate School District No. 107, planned and conducted the second JOM parent workshop, held in Okanogan. Parent committee representatives and superintendents from Oroville, Okanogan, Brewster, Omak, Nespelem, Coulee Dam, Inchelium, Wellpinit, Cusick, Mary Walker, Columbia and Keller school districts attended, along with members of the education committee from the Colville Confederated Tribes.

Emphasis was placed upon defining the responsibilities of the parent committees, the state office and the local school districts.

Discussion included questions raised by parents concerning their role in JOM program planning, the role of the school superintendent and the local school districts.

Neah Bay

The final workshop was hosted by the Neah Bay school on the Makah Indian Reservation. Dave Whitner, principal, and Don Buckingham, model project coordinator, planned and conducted the session for 16 school districts.

Following an explanation of funding and Indian school programs available, participants were treated to a salmon bake on the beach. They also reviewed special Makah Indian cultural programs demonstrated by students and teachers. The programs included wood carving, dancing, basketry, singing, folklore and the Makah language.

Jerry Grosso, from Washington State University, presented a color slide showing of the Ozette Indian Village archeological project at Cape Alava. Grosso is project manager.

School districts represented at the workshop were Taholah, North Beach, Ferndale, Port Angeles, Auburn, Forks, Yelm, Queets-Clearwater, Hood Canal, Kamilche, Marysville, Nooksack Valley, Mount Baker, La Conner, Oakville, North Kitsap and Neah Bay.

Staff members from the State Office of Public Instruction participated at all three workshops.

Emphasizing: Counselor Aides

"To what extent have the local Indian people been involved in the planning, programming and designing of their school's curriculum?"

"Why do many Indian parents feel uncomfortable at PTA sessions?"

"What can be done to give a child a well-balanced meal when parents are both working and have to leave for work early?"

These are just some of the questions posed at the first workshop in the Northwestern states for Johnson-O'Malley (JOM) counselor aides. The planning and implementation of the three-day session held in Seattle was done by Mrs. Lorraine Doebbler and Mrs. Elaine Grinnell, two experienced counselor aides from the Port Angeles School District.

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grants, school superintendents, school counselors, staff of the State Office of Public Instruction, representatives from the Bureau of Indian Affairs, Indian leaders, and other experts in the field of education.

The primary purpose of the workshop was to assist the counselor aides in understanding their role of working with Indian students and parents in a cooperative venture with school personnel.

Travel expense and per diem was paid by the State Office of Public Instruction through the JOM grant to counselor aides and home-school visitors employed for the 1970-71 school year.

Counselor aides were given training in problem solving, how to keep accurate records of activities and achievements and how to acquaint school officials with the problems of Indian students.

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grams and new educational techniques. Participants learned how to establish counselor-aide positions in schools and how programs are initiated and financed through JOM funding.

The importance of health education and parental involvement was also discussed.

Indian leaders encouraged the aides to work with potential dropouts, and to show them what can be attained by furthering their education. College entrance qualifications were discussed.

Victor Sarracino and Frank Ducheneaux, both members of the National Indian Education Advisory Committee and evaluators of the workshop, felt that the objectives of the session were met successfully. They both recommended that a second workshop be held in the future to gain feedback as to what counselor aides found after they applied what they had learned.

One aide summed up the session in the following manner:

"The thing that impressed me most at this workshop was meeting so many dedicated persons among our own Indian people. The Indian child today has a much better chance at success because of so many avenues open to him.

"Every minute here has been valuable to me as a parent and teacher. I learned what I am capable of doing for our children. I am proud that I came and am able to return home to apply some of the knowledge in my every day dealing with the school children.

"Thanks for everything."